DOCUMENT RESUME

ED 127 520 95 CG 010 748

AUTHOR	Phelps, Ann T.; And Others
TITLE	Selected Annotated Bibliography on Women at Work.
INSTITUTION	Human Interaction Research Inst., Los Angeles, Calif.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jan 75
CONTRACT	NIE-C-74-0100
NOTE	106p.; For related documents, see CG 010 747-750
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Adult Education; Annotated Bibliographies; Employment Opportunities; *Females; *Jobs; Mothers; *Occupational Guidance; Part Time Jobs; Reference Materials; Sex Discrimination; *Vocational Counseling; *Womens Studies; *Working Women

ABSTRACT

This volume contains 240 annotations of books, journal articles and miscellaneous reports from the recent literature concerning women's studies and career guidance for women and girls. The works described range from studies of the labor market participation of women, to research investigations of psychological variables impacting on women's choice of careers. These annotations were developed as part of the literature search function for an NIE-sponsored study that resulted in WOMEN AT WORK: A COUNSELORS SOURCEBOOK. The 240 annotations are organized according to chapter titles and major subheads from the COUNSELORS SOURCEBOOK. Within subhead sections, the individual annotations are presented roughly in their order of relevance to various subtopics in the SOURCEBOOK text. An index of annotation listings follows. Each individual annotation begins with basic citation information (author, title, date of publication and so forth), followed by the 75-150 word abstract. If the document annotated included its own reference list, the number of reference citations it contained is presented in parentheses at the end of the annotation. Each annotation is numbered at the upper left-hand corner. (Author)

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SELECTED ANNOTATED BIBLIOGRAPHY ON WOMEN AT WORK

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January, 1975

Prepared under funding
support of the National
Institute of Education,
Contract #NIE-C-74-0100

EP# 74-1054

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INTRODUCTION

This volume contains 240 annotations of books, journal articles and miscellaneous reports from the recent literature concerning women's studies and career guidance for women and girls. The works described range from studies of the labor market participation of women, to research investigations of psychological variables impacting on women's choice of careers.

These annotations were developed as part of the literature search function for an NIE-sponsored study that resulted in WOMEN AT WORK: A COUNSELORS SOURCEBOOK. Material from many of the works cited herein was used as a foundation for preparation of that volume.

The 240 annotations are organized according to chapter titles and major subheads from the COUNSELORS SOURCEBOOK. There are no annotations for Chapter VI, "The Resources". Within subhead sections, the individual annotations are presented roughly in their order of relevance to various subtopics in the SOURCEBOOK text. An index of annotation listings follows. Each individual annotation begins with basic citation information (author, title, date of publication and so forth), followed by the 75-150 word abstract. If the document annotated included its own reference list, the number of reference citations it contained is presented in parentheses at the end of the annotation. Each annotation is numbered at the upper left-hand corner.

I. INTRODUCTION

1

Fitzgerald, Laurine E. & Harmon, Lenore W. (Eds.) Counseling women. The Counseling Psychologist, 1973, 4 (1), 2-101.

Among the topics covered in this issue were factors affecting career choices of women, general trends of the women's movement, sexual bias in counseling, evaluation of psychological and counseling practices pertaining to women, and models for training counselors. (Authors of articles in this issue included Rita M. Whitely, Louise Vetter, Esther M. Westervelt, John J. Pietrofesa and Nancy K. Schlossberg, and Laurine E. Fitzgerald.)

2

Keller, Suzanne. The future role of women. The Annals of the American Academy, 1973 (July), 1-12.

The necessity for societies to better plan their populations along with other national resources and to alter family and work patterns was the focus of this article. The author contended that such future developments will depend in part on reducing occupational sex typing, lessening emphasis on marriage and maternity as prime goals for women, and greater participation of women in all spheres of the labor force. Counselors, it was recommended, need to provide women at all stages of their educational development with opportunities to learn skills other than domestic ones and to provide information and encouragement to women pursuing untraditional roles.
(9 references)

3

Huber, Joan (Ed.) Changing women in a changing society. Chicago: The University of Chicago Press, 1973. 295 pages.

Recent developments in the women's movement and their implications for American culture and social organization were documented and evaluated in this collection of 21 articles. Economic, sociocultural and technological change has altered the traditional patterns which formerly defined the status and roles of women resulting in transformations in occupational, social and family life. This book originally appeared as a special issue of the American Journal of Sociology (January 1973). Individual articles include those by J. Acker, C. Epstein, S. Feldman, M. Ferber and J. Loeb, N. Goldman, E. Havens, A. Hochschild, V. Oppenheimer, H. Papanek, C. Silver, and L. Suter and H. Miller.

4

Harbeson, Gladys E. Choice and challenge for the American woman. Cambridge, Mass.: Schenkman Publishing Company, Inc., 1971. 217 pages.

This book was concerned with changes in feminine life patterns and focused on the necessity for women to engage in more comprehensive life planning. Formerly, women were not expected to plan beyond the goal of marriage and family, but today's woman is offered the challenge of seeking fulfillment through a combination of love, marriage and work. Women are being influenced by such factors as a longer life span, the expansion of educational opportunities, technological advances that have reduced the demands of home responsibilities, the provision of community services for the socialization and education of children, and a widening variety of occupations open to them. The book included a discussion of how women can plan intelligently for their future, what the forecasts are for the employed woman, and changes and suggestions for change in counseling and education that will help women who are entering or returning to the work force.

Sex Free Roles: A Humanistic Goal

5

Bem, Sandra L. Psychology looks at sex roles: Where have all the androgynous people gone? Paper presented at the U.C.L.A. Symposium on Women, May, 1972. (Mimeo) Available from the author. 14 pages.

The psychological literature on sex roles was reviewed in an attempt to determine whether any researchers had investigated populations which do not conform to any exclusive sex role. It was reported that nearly every study has dealt with sex roles as two distinct and opposite categories of personality traits and behaviors. Assumptions such as the desirability of sex-typing for healthy development and the value of conformity to society's stereotype of sex-appropriate behavior were proposed as biasing factors in such empirical studies. From this review, it was concluded that greater research attention must be given to the concept of androgyny.
(34 references)

6

Engin, Ann W., Leppaluoto, Jean & Fodor, Iris. Male and female--the mutually disadvantaged: The school psychologist's role in expanding options for both sexes. The School Psychology Digest, 1973, 2 (3), 2-10.

Patterns of societal expectations which perpetuate sex role differences were reconsidered through an examination of recent research

on sex differences in intellectual abilities, sex roles, and sexism in the schools (particularly with respect to children's literature). Reported findings indicated that sex differences, where present, were small or nonsignificant except in the areas of verbal and spatial abilities. The authors proposed that sexism is harmful to males as well as females, since it limits the range of opportunities for both sexes. School psychologists were challenged to provide impetus to the sexual equality movement through nine suggested activities.
(11 references)

II. THE FACTS: WOMEN AT WORK

The International Scene

7

Galenson, Marjorie. Women and work: An international comparison. Ithaca, N.Y.: Industrial and Labor Relations, Cornell University, 1973. 120 pages.

This collection of cross-cultural data on women in foreign labor markets was intended to shed some light on the controversial question of whether women's inferior status in the labor market is a result of discrimination, natural inclination (for "women's jobs"), or sociological conditioning. It analyzed labor market data (participation of women in various occupations, earnings of women) and information on other aspects of women's working lives, such as their education and training, their aspirations, and their general work attitudes. The author concluded that women are not "equal" in the labor market of any country; in all countries, women were found to fill, in the main, the low-paid jobs. The professions, which comprise many of the most prestigious and highly paid occupations, were found to be predominantly male in every country. Women were also found to be underrepresented in political spheres of influence. Evidence for both sex discrimination and "choice" of the traditional feminine pattern resulting in segregated labor markets pointed to the complexity of the social forces influencing women's status.
(88 references)

8

Fogarty, Michael P., Rapoport, Rhona & Rapoport, Robert N. Sex, career and family: Including an international review of women's roles. London: George Allen & Unwin Ltd., 1971. 581 pages.

This book described the special problems relating to women's access to professional and managerial occupations in Britain. A review of the labor market experience of women in both East European and Western countries indicated that the major factor affecting women's access to the professions is no longer discrimination per se, but rather lack of affirmative action programs facilitating women's entry into high level positions. Other findings were as follows: (a) high level careers for women (notably married women) can be practicable and desirable from both the family and the economic point of view; (b) no single pattern of work and family life provides the answer for all women; a range of options is needed; (c) the problem of sex discrimination involves adaptation by both sexes, not women alone; and (d) positive action, not merely the removal of barriers, is likely to be required in order to provide access for more women to higher careers and top jobs.
(20-50 references per chapter)

9

Silver, Catherine B. Salon, foyer, bureau: Women in the professions in France. American Journal of Sociology, 1973, 78 (4), 836-851.

This comparative study of educational and employment patterns of women in France was concerned with the underrepresentation of French women in the professional labor force. It was noted that the structure of professional occupations in France is not equivalent to that for American professions: in France, teaching at the secondary educational level and public administration are accorded more professional status. These occupations are ones in which women are numerous. Analysis of the historical, economic, political, and cultural factors influencing French women's professional labor market participation suggested that culturally defined social roles for women have greater impact in France than in other Western countries and appear to directly diminish women's aspirations for professional careers. This modal image of women in France was reported to be strongly linked with socioeconomic class. (28 references)

10

Commission on the Status of Women. Participation of women in the economic and social development of their countries. New York: United Nations, 1970. 104 pages.

This report on the role of women in the economic and social development of their countries contained an analysis of replies to a questionnaire circulated to 77 government members of the United Nations and members of the specialized U.N. agencies, and an analysis of 36 non-governmental organizations. Basic findings indicated that women's role is still limited, and the primary obstacles were reported to be lack of proper education and training, lack of vocational guidance, traditional attitudes of both men and women toward their respective roles in society and the division of the labor market into traditionally male and female sectors, and the lack of child care services for working mothers. Although women have achieved equality with men under the law in many areas of society, women have not developed their full economic and social potential in the vast majority of countries. From this analysis it was concluded that in order for women to make a greater contribution to national development, present attitudes and assumptions about the role of women will need to be modified and economic and educational opportunities provided.

11

Seear, B. N. Re-entry of women to the labour market after an interruption in employment. Paris: Organisation for Economic Co-operation and Development, 1971. 135 pages.

A 1968 OECD preliminary investigation into the factors affecting women's reentry into employment in nine countries (including the United States) was the basis for this report. Problems common to many countries were identified, raising social and economic policy issues on which decisions are needed. Topics considered included the meaning and relevance of the reentry of women into employemnt, opportunities and obstacles involved in the reentry process, labor market data on development in the 9 countries, and the costs and benefits of employing reentry women. The survey also was aimed at determining what steps were being taken to facilitate the reentry process, how effective these measures were proving, and what further developments might be suggested. It was noted that in most of the countries surveyed there has been a steady rise in the participation rates of older women, and that many of these women seek part-time employment, but the demand for part-time work currently exceeds the supply of positions. The author concluded that special provisions for vocational guidance, remedial education, and training programs within the labor market structure are necessary in order to meet the needs of reentry women.

12

Canada Department of Labour, Women's Bureau. *Women in the labour force*. Ottawa, Canada: CDL, 1969. 16 pages.

Statistics on the participation of women (14 years and older) in the Canadian labor force, based upon a sampling of 35,000 households by the Dominion Bureau of Statistics, were presented in this report. Trends over the period 1958-1968 indicated that: (a) the proportion of women in the labor force relative to all women rose by 8%; (b) western regions of Canada showed the greatest increase in participation rate; (c) the largest percentage point gain occurred in the 45-54 age group; (d) a much greater proportion of women than men worked part-time and the percentage of women working less than 35 hours a week rose by 6%; (e) the proportion of single women in the labor force declined by 3.5% and the participation rate of married women rose by 12.5%; and (f) the largest occupational increase for women was 5% in the clerical group, of which women now comprise 68.7%; the next highest increase was 3.3% for sales occupations.

In America

13

Linden, Fabian. *Women: A demographic, social and economic presentation*. New York: The Conference Board, Inc., 1973. 40 pages.

This publication presented statistical information concerning the changing status of the woman, both in her role as a member of the family and as a member of the economic community. Included were 34 chart presentations and summary statements providing demographic details on women in the U.S. (population, age distribution, life expectancy, marital status, households headed by women, birth rate, and educational attainment), analysis of the activities of men and women, participation of women in the labor force (earnings, demographic characteristics, child care arrangements, unemployment, socioeconomic status, and occupational distribution), and degrees earned by women in selected professional fields.

14

Oppenheimer, Valerie K. Demographic influence on female employment and the status of women. American Journal of Sociology, 1973, 78 (4), 946-961.

This paper analyzed the changing nature of women's work roles in American society and pointed out how socioeconomic and demographic factors have interacted over time to produce changing patterns of female labor force participation, particularly since World War II. Changes were noted in the extent to which women have contributed to the economy outside the home and in the pattern of participation. There has been a shift to increased labor force participation of younger married women, 20 to 34 years of age, including those with pre-school children. The author argued that these trends have resulted from an economic demand for labor, a decline in discriminatory hiring practices against older women and married women, a trend toward increased education, and the ability to control fertility. We currently are in a transition stage, the author concludes, in which work is becoming an important and continuing part of women's lives, but job opportunities have not expanded sufficiently to provide employment for all the women who want to work. (17 references)

(17 references)

15

Glazer-Malbin, Nona & Waehrer, Helen Y. (Eds.) Woman in a man-made world: A socioeconomic handbook. Chicago: Rand McNally & Company, 1972. 316 pages.

This collection of 40 articles was organized around selected issues relating to the contemporary social and economic position of women in the United States. Major topics included historical and theoretical perspectives on the present condition of women; psychological, sociocultural, and economic explanations of the differences between the sexes; development of sex role differentiation in the home and at work; documentation dispelling myths which perpetuate women's subordinate position; and alternative future structures which would promote sex equality. Each topic section was preceded by an editorial introduction. The majority of articles included were reprints from sociological and psychological literature sources as well as from journals presenting labor market data.
(up to 9 references per article)

16

Sweet, James. Women in the labor force. New York: Harcourt Brace, 1973. 211 pages.

The author investigated the relationship of fertility to women's participation in the labor force. Based largely on data from the U.S. Census of 1960, Sweet provided a detailed study of a 1/1000 sample drawn from a larger population sample of 32,000 (2,800 of whom were black). Sweet's method was commendable, but the use of dated statistics placed limitations on his findings. He concluded that there are at least four factors related to fertility which affect women's participation in the work force: (a) the desire to work leads to restricted fertility; (b) restricted fertility makes it possible to work; (c) the desire for increased fertility leads to restriction of work activity; and (d) work and fertility restriction both result from some third variable or combination of variables.

17

U.S. Department of Labor, Women's Bureau. The myth and the reality. Washington, D.C.: U.S. Government Printing Office, April 1973. 3 pages.

This leaflet presented some of the popular "myths" or sources of incorrect information about women and the world of work. These included: (a) women are absent due to illness more often than male workers and thus cost the company more; (b) women don't work as long or as regularly as their male co-workers and thus their training is costly and largely wasted; and (c) men don't like to work for women supervisors. Information documenting the "realities" illustrated the fallaciousness of these myths.

18

Katzell, Mildred E. & Byham, William C. (Eds.) Women in the work force. New York: Behavioral Publications Inc., 1972. 76 pages.

This book contained the proceedings of a conference sponsored by the Division of Personnel Psychology of the New York State Psychological Association, New York, November 1970. It provided a comprehensive review of the status of working women and the factors affecting that status. It was noted that legislation and subsequent litigation have produced expanded labor market participation by women, and that among those resisting change were management, unions, and even some working women. Specific topics were covered superficially, yet the book as a whole demonstrated that change in women's work roles is possible and that counselors need to increase their efforts aimed at improving the employment status of women.
(up to 18 references per chapter)

19

Kreps, Juanita. Sex in the marketplace: American women at work. Baltimore: The John Hopkins Press, 1972. 117 pages.

Issues of sex discrimination in employment and the underutilization of women in the work force were the focus of this book which provided an extensive survey of literature on women and work. Major topics were the effects on female employment of such variables as marital status and race, the supply and demand of women workers, women in academic professions, the value of women's work in the home and in the labor force, and legal aspects of sex discrimination in employment. The question of why women continue to work in a restricted cluster of low-paying jobs was explored. Statistical tables, charts, and graphs based on 1970 census data documented the analysis, and recommendations for improving the status of women in the work force were discussed. (142 references)

20

U.S. Department of Labor, Manpower Administration. Dual careers: A longitudinal study of labor market experience of women. Volumes 1 & 2, Manpower Research Monograph No. 21. Washington, D.C.: U.S. Government Printing Office, 1970 & 1973. 285 (Volume 1) & 134 (Volume 2) pages.

A national probability sample for each of four subsets of the U.S. population was drawn by the Bureau of the Census and surveyed periodically for five years (1965-1969) by the Center for Human Resources Research in order to study the environmental factors most important in explaining variations in labor market participation, unemployment, and labor mobility of women. Volume 2 summarized some of the findings of interviews conducted in mid-1969 as well as responses to a 1968 questionnaire, and described the magnitude and patterns of change that occurred in the labor market status of women during the two-year period between the first and second set of interviews. Findings and implications included: (a) the longitudinal data strongly demonstrated the deterrent effect of having young children on mothers' labor force participation, and it was inferred that widespread expansion of public child care services would probably not influence the middle-class white mother in returning to the work force; (b) movement within the labor force was found to be associated with a variety of labor market and personal variables including rate of pay, level of job satisfaction, change in health status, and change in marital status, and it was suggested that those who changed jobs were more likely than nonchangers to report a more positive attitude toward their new job and employer; and (c) the earnings gap between black and white workers narrowed from 20% less for blacks in 1967 to 16% in 1969, and the largest percentage increases in mean rate of pay were experienced by women in professional and managerial occupations.

21

U.S. Council of Economic Advisors. Economic report of the President. Transmitted to the Congress, January 1973. Washington, D.C.: U.S. Government Printing Office, 1973. 301 pages.

One chapter of this report focused on the economic role of women and provided a statistical profile of women's participation in the labor force. In January 1973, the Advisory Committee on the Economic Role of Women was formed to consider such topics as job training and counseling in the schools, special problems of minority women, problems related to child care, women's performance at work, the extent of job discrimination, and other issues affecting women in the economy. It was reported that the participation of women in the labor force rapidly accelerated after World War II and reached 43 % by 1972. This upward trend has been due almost entirely to the participation of married women, initially the more mature married women, but more recently younger married women. The career pattern of women as compared to men is usually interrupted rather than continuous. The more education a woman has the more likely she is to work; however, the rearing of preschool children causes all women, regardless of education, to curtail their work outside the home.

22

U.S. Department of Labor, Women's Bureau. Women workers today. Washington, D.C.: U.S. Government Printing Office, 1973. 7 pages.

This factual leaflet reported that there were over 33 million women in the labor force in 1972 (38% women compared to 62% men), and they represented a cross section of all women in the U.S. Statistics were provided on the demographic and employment characteristics of women workers, and their occupational outlook indicated the likelihood of employment opportunities in selected professional and technical occupations, managerial, clerical, skilled craft, and service occupations. Other trends suggesting expanding labor force participation by women included advances in the educational attainment of women, greater longevity of women, and the trend toward smaller families.

23

Goldman, Nancy. The changing role of women in the armed forces. American Journal of Sociology, 1973, 78 (4), 892-911.

Trends in the utilization of women in the armed forces (1945-1972) were examined in this article. The Army has employed the largest number of women. However, on a percentage basis, the Air Force had the highest concentration. Overall, the percentage of women relative to all military personnel in 1972 was 1.8%. New definitions

of military roles and assignments for women, other than traditional roles in nursing, administrative and clerical positions, remain to be established and formalized. Attitudes of new women recruits were noted to be indifferent to the militant women's movement and accepting of the existing rate of organizational change. The proportion of women in the armed forces and the range of their employment and responsibility are not likely to increase or expand rapidly. However, the armed forces do offer the occupational opportunity of equal pay for equal work within an as yet limited spectrum of occupations.
(23 references)

24

U.S. Department of Labor, Bureau of Labor Statistics. Women and the labor force. Special Labor Force Report No. 93. Washington, D.C.: USDL, February 1968. 12 pages.

Findings from the February 1968 monthly survey of persons 14 years and over in the labor force, conducted for the Bureau of Labor Statistics by the Bureau of the Census, provided the following information: (a) among mothers of preschool children, the probability of working is greater in those families in which older children as well as children under 6 years are present; (b) the recent increase in labor force participation of wives in the younger age groups appears to be exerting a very slight downward trend in the median age of married women in the labor force; (c) educational attainment appears to be a more important factor influencing the labor force participation of women than of men; (d) for married women, movement in and out of the labor force is much more common; (e) about three-fourths of employed married women worked full time; (f) married women are the largest component of the part-time workers group; (g) generally, earnings are highest for women who work in professional and related services and in public administration, and lowest for those in personal services and retail trade, and there has been no material improvement in the positions held by women relative to those of men over the last several years; and (h) unemployment rates tend to be higher among Negro than white women with comparable years of schooling. It was concluded that a number of demographic and socioeconomic factors influence women's labor force participation, but the rate of participation is expected to increase in coming decades.

25

U.S. Department of Labor, Women's Bureau. 1969 Handbook on women workers. Bulletin 294. Washington, D.C.: U.S. Government Printing Office, 1969. 384 pages.

This handbook provided up-to-date statistical information on all aspects of women in the U.S. labor force, including participation rates and demographic characteristics, occupations and employment patterns, education and training, earnings, and federal and state laws affecting the status and employment of women. A bibliography on women workers in the U.S. was included.

26

U.S. Department of Labor, Women's Bureau. Underutilization of women workers. Washington, D.C.: U.S. Government Printing Office, 1967. 29 pages.

This publication presented labor force data on the utilization of women in graph form, with supporting summary statements for the period 1954 to 1966. Trends in marital status, educational and occupational level, unemployment rate, and earnings of working women were discussed. It was noted that although progress had been made in providing women with greater equality in pay and nondiscrimination in employment, greater attention needed to be given to the full utilization of women's abilities.

27

U.S. Department of Labor, Women's Bureau. Why women work. Washington, D.C.: U.S. Government Printing Office, July 1972. 2 pages.

The statistical data presented in this fact sheet revealed that the majority of women usually work because of economic need, either to support their families and dependents or themselves, and few women have the option of working solely for personal fulfillment. Statistics were cited concerning the 1971 labor force participation of single, divorced, widowed and married women (including the income level of the husband, if present in the home).

28

U.S. Department of Commerce, Bureau of the Census. We the American women. Washington, D.C.: U.S. Government Printing Office, No. 4, 1973. 12 pages.

The purpose of this report was to present comparative data on women's participation in the labor market for the years 1940 through 1970. Data indicated that women's participation in private household and farm occupations had decreased, whereas participation in clerical, service, professional, technical and related work has increased. Proportionately, more black women than white women are employed, but the gap is narrowing. Data were presented on average incomes relative to level of occupation. Increases in the number of women living alone, especially among the 20-34 age group, was noted as well as increases in divorce and remarriage rates.

29

Young, Anne M. Work experience of the population in 1972. Monthly Labor Review, 1974, 97 (2), 48-56.

This Special Labor Force Report based on a 1973 survey provided the following information relative to women workers: (a) slightly more than half of all women were employed at some time during 1972, with the proportion rising from about 44% for girls 16-17 years old to a peak of 73% for women aged 20-24, and a drop to about 60% for women 25-54 years old; (b) among women under 25, the proportion of blacks who work was consistently lower than that of whites; (c) service industries accounted for the greatest proportion of the over-the-year increase in number of women employed at year-round, full-time jobs; (d) the proportion of married women who worked at some time during the year rose from 48.3% in 1967 to 50.6% in 1972; and (e) among both men and women, those under 25 had the highest proportion experiencing unemployment in 1972; however, the duration of unemployment among these young workers tends to be shorter than among older workers.

30

Waldman, Elizabeth & McEaddy, Beverly J. Where women work--an analysis by industry and occupation. Monthly Labor Review, 1974, 97 (5), 3-13.

This article reported on trends in the employment of women from 1940 through 1973 and stated that, in general, the employment of women in American industry in 1970 was strikingly similar to patterns of employment in 1940. The service sector (e.g., education, health, personal services) ranked first in the employment of women, and by 1973 had more female workers than any other industry. Within the service industries, the greatest expansion in the number of employed women has been in the health care sector. The trade industry (e.g., retail sales) has been the second largest employer of women. Over the past three decades, the labor force participation rate of married women rose from 15% to 41% and the rate of mothers with children under 6 years rose from 9% to 30%. The authors reported that, despite the expansion in the number of women workers, the more prestigious, better paying professional-technical occupations have remained substantially male-concentrated, with women clustered in fewer occupational groups than men, namely, service, blue-collar operatives (e.g., clothing manufacture), and clerical-sales. In general, these findings suggest the need for counselors to encourage women to attain more years of higher education or technical training in order to achieve professional status in the higher paying, traditionally male-concentrated occupations.

31

Bureau of Manpower Information Systems, Manpower Statistics Division. Study of employment of women in the federal government, 1972. Washington, D.C.: U.S. Government Printing Office, 1972. 239 pages.

This study presented a statistical profile of full-time white-collar employment in the U.S. Government by agency, grade or salary equivalency, sex, and occupation as of October 1972, along with comparative data for previous years. The principal employment trends for the period 1967 to 1972 were as follows: (a) from October 1970 to October 1972 the number of women in the full-time Federal work force increased by 2.6% (as compared to a 1% increase in the number of men); (b) nearly half of the net gain for women occurred in the medical, hospital, dental, and public health occupational group; (c) during the five-year period from 1967-1972, women in grade groups 7-12 and 13 (primarily professional, technical, or administrative) and above increased 37.3% as compared to an increase of 16.4% for men in these occupational categories; and (d) since 1967, the number of women in the "supergrade" category (16 and above) has not increased significantly, whereas there have been significant increases of women in grades 13-15 (an increase of 41.5%).

32

U.S. Department of Labor, Women's Bureau. *Careers for women in the 70's*. Washington, D.C.: U.S. Government Printing Office, 1973. 14 pages.

In this study of employment opportunities for women, the 1970 job concentration of women was examined and contrasted with the opportunities projected for the 1970's in the professional-technical, clerical and sales, and service occupational groups. Forecasts for the 1970's included the following: (a) continued movement from a production-based to a service-based economy; (b) highest growth rate among professional-technical workers, other than those occupations where women are now concentrated; (c) expansion of occupational specialties within the professional-technical group to include environmental protection, certain applications of engineering, specialized areas of education, and physician's assistant; and (d) a wide variety of opportunities for managers and administrators, a very good outlook for the skilled trades and apprentice-type jobs, good prospects for electronic computer operating personnel, and a great need for private household workers. The report concluded by stating that women need better career planning and counseling, and some women need to change their career aspirations. Further, women must fully utilize the sources of legal protection and assistance available to them, and employer attitudes need to change with respect to women's roles and desire to work.

33

Marshall, Patricia. Women at work. *Manpower*, 1972, *4* (6), 2-9.

This article reported that current studies for the Manpower Administration were gathering a massive body of information about women in the labor force and about factors which shape women's lives and attitudes about work. Covered in the preliminary findings were the following topics: (a) discrimination against black women in training and employment; (b) differences between jobs women held in the government and in private industry, with far greater numbers of women professional and technical workers in the government, reflecting government policy on equal employment opportunity; (c) failure of mature women to progress beyond the job level of their younger years; (d) importance of education or training in getting a job and as a factor bearing on income level; (e) best job opportunities are to be found in large urban areas; (f) job expectations of students tended to be unrealistically high; and (g) young white women were more likely than blacks to oppose the idea of married women with children going to work.

34

U.S. Equal Employment Opportunity Commission. Equal Employment Opportunity report--1970: Job patterns for minorities and women in private industry. Volume 1. Washington, D.C.: U.S. Government Printing Office, 1972. 610 pages.

This statistical report documented the employment of Negroes, Orientals, American Indians, and Spanish surname Americans, both male and female, in nine standard occupational categories with data based on over 138,000 reports submitted by employers in early 1970 and covering more than 31 million workers. Volume 1 included information on occupational distributions and participation rates nationwide, statewide, and by industry groups. Volume 2 contained totals for Standard Metropolitan Statistical Areas and for selected industries in those areas. The report consisted entirely of tabular data and any narrative inferences are left up to the reader. The Equal Employment Opportunity Commission publishes this report annually.

35

U.S. Department of Health, Education, and Welfare, Office for Civil Rights. Availability data: Minorities and women. Washington, D.C.: HEW, March 1973. 78 pages.

This government publication was a compilation of current data, resources, and documents relevant to employers and institutions of higher education on the availability and participation of minorities and women in professional employment. Statistical tables for participation rates in various professional occupations and the proportion of women with doctorate degrees in various fields were included.

36

U.S. Department of Labor, Women's Bureau. Facts about women's absenteeism and labor turnover. Washington, D.C.: U.S. Government Printing Office, August 1969. 9 pages.

Information relevant to employers regarding factors affecting labor costs (absenteeism, labor turnover, job tenure, and labor mobility) were summarized in this report. Employment data was analyzed by skill level of job, age of the worker, worker's length of service with one employer, and worker's record of job stability. These variables were found to better predict worker performance than the sex of the worker. However, it was noted that there is a widespread belief that men make better workers than women. These data presented a favorable picture of women workers.

37

Karrer, Kathryn S. Women at work in California. State of California Department of Human Resources Development, Division of Employment Data and Research, September 1973. 39 pages.

The primary concerns of this report were the role of women in the job market, some of the barriers they have encountered, and trends for the future. Historical data and legislative enactments in recent years were analyzed in order to provide understanding of current employment conditions and to postulate future trends. Among the findings reported were the following: (a) despite the increasing participation of women in the labor force, there has not been a corresponding increase in the variety of jobs open to women; (b) breakthroughs by women into new occupations are widely publicized in the news media, but nearly impossible to quantify statistically; (c) the primary barriers to women is in the amount and type of education needed for entry into particular occupations; and (d) cross-cultural comparisons suggest that the rate of industrialization in a country is of primary importance in women's labor force participation. Future directions suggested by the author included a movement toward a service-based rather than production-based economy, and continued increase in the need for professional and technical workers. This review of trends implies that counselors should guide women toward attaining a background for employment that is sufficiently broad to meet future employment requirements and that is not necessarily in the traditional women's job categories.
(8 references)

38

Cohen, Wilbur J. Womanpower policies for the 1970s. Washington, D.C.: USDL, Manpower Administration, October 1967. 40 pages.

This report was the proceedings from a Seminar on Manpower Policy and Programs sponsored by the Manpower Administration. Labor force statistics for the 1960's as well as projected figures for the 1970's, were presented, along with suggestions as to which occupational groups will be in greatest demand, availability and projected need for educational opportunities and counseling services, and the development of homemaker and day-care services. Two notable trends were an increase of men in traditionally female occupations and the preference for college admission personnel to accept men over equally qualified females on the assumption that men will work longer in their particular professions. It was suggested that parental attitudes need to be changed in order to change the aspiration level of women, that special consideration should be given to the needs of married women (such as for a shorter work week), and that there is a growing shortage of volunteers resulting from women returning to paid work.

39

Johnston, Denis F. The U.S. labor force: Projections to 1990. Monthly Labor Review, 1973, 96 (7), 3-13.

This article presented employment projections for the U.S. labor force by age and sex for 1980, 1985, and 1990. It included a discussion of past trends as a background for the analysis, together with a brief summary of the assumptions underlying the projections and the methods employed in their development. Changes in the 1970's pertaining to women were projected to be as follows: (a) the median age of the female labor force is expected to fall to 35 years by 1980; and (b) the proportion of women in the labor force will continue to increase--from 36.7% in 1970 to 38.5% in 1980--and the participation rate of women 25 to 34 years, which rose from 35.8% in 1960 to 44.8% in 1970, is projected to rise only 5.4 percentage points during the current decade, reaching 50.2% in 1980. Projections for the 1980's were as follows: (a) the total labor force is expected to grow less rapidly; and (b) the sex distribution of the projected labor force is not expected to change greatly, and the proportion of workers who are women is expected to rise from 38.5% in 1980 to 38.7% in 1985 and 38.8% in 1990. Implications for counselors are that an increasing number of young women will be entering and remaining in the labor force, and thus will need guidance in planning for the educational background needed for a lifetime career rather than a short labor force stint.

40

Johnston, Denis F. Education of workers: Projections to 1990. Monthly Labor Review, 1973, 96 (11), 22-31.

This article presented projections for the educational attainment of workers during the next two decades. Projected changes pertaining to women in the 1970's were as follows: (a) the number of women college graduates is estimated to increase by 6.8% annually (as compared to an annual gain of 6.2% among male college graduates); and (b) the median age of workers with 8 years of education or less is expected to rise slowly to about 50.4 years, while that of workers with at least four years of college falls to below 35 years. Projections for the 1980's included: (a) the anticipated slowdown in economic growth rate during the 1980's will be accompanied by an accelerated rate of decline in the number of less-educated workers and a more moderate rate of growth among the more highly educated workers; (b) by 1990, 4 out of 5 workers are projected to have completed at least four years of high school and those workers with at least four years of college are expected to make up over 20% of the labor force; and (c) the employment and retraining problems to be overcome in fitting the educationally disadvantaged into an increasingly sophisticated economy will be complicated by the relatively advanced age of these less educated workers. Trends in the supply and demand of college graduates in the U.S. economy with respect to women suggest that the absorption of these workers into the labor force will require a movement in unprecedented numbers into traditionally male-dominated professional and technical occupations.

Part Time Working Arrangements Offer Flexibility

41

Gannon, Martin J. A profile of the temporary help industry and its workers. Monthly Labor Review, 1974, 97 (5), 44-49.

This review of data on the temporary help industry showed that the majority of these employees are women, and that most are in clerical positions. The industry was reported to attract women who tend to be young, persons who have a preference for temporary full-time work rather than regular part-time work, and persons who need a stopgap while looking for permanent employment or while in some other transition stage. The primary methods for obtaining employees is through newspaper advertising--a method of job search associated with a high rate of employee turnover. Whereas this type of employment has the advantage of flexible scheduling, it lacks fringe benefits and does not provide job security. Women who work in the temporary help industry were reported to have generally favorable attitudes toward their part-time work in relation to both their family life and the work environment itself.

42

Berry, Jane, McCarty, Edward R., Bates, Jean M. & Terrill, Hazel J. Guide for development of permanent part-time employment opportunities for girls and women. Kansas City: University of Missouri, Kansas City, 1969. 76 pages.

Employment opportunities and supportive services for part-time workers were described in this book prepared for the Missouri Department of Labor and Industrial Relations. The history of part-time employment was traced, and actions of various private organizations to promote part-time employment were discussed. Changing attitudes toward permanent part-time employment were demonstrated by a national survey of U.S. Employment Service offices. Included in the book were descriptive profiles of successful part-time employees and predictions for the future of part-time employment and day care.
(24 references)

Women in Management

43

Ginzberg, Eli & Yohalem, Alice M. (Eds.) Corporate lib: Women's challenge to management. Baltimore: The Johns Hopkins University Press, 1973. 153 pages.

This book contains the principal papers presented at a 1971 Conference on Women's Challenge to Management, together with introductory and concluding chapters that provide a framework for the problem in broader perspective. The implications of the challenge were approached from different vantage points, generally emphasizing either the view of the challengers (women who seek high level employment in business and industry) or that of the challenged (employers of managerial personnel). Questions relating to future opportunities for women in management, including executive positions were discussed. It was noted that prejudicial attitudes against women in management presented barriers that would not easily be lowered, but that the interaction of government policy, economic growth, and the women's movement might result in progressively more women entering the field of management.
(up to 24 references per chapter)

44

Loring, Rosalind & Wells, Theodora. Breakthrough: Women into management. New York: Van Nostrand Reinhold Company, 1972. 202 pages.

Factors relevant to increased utilization of women in high management positions were discussed: Recruitment, employing, training, and advancement. Analysis of the economic, legal, and societal factors which have influenced the present employment situation of women led the authors to the development of some hypotheses about the future outlook for women in management roles. Excerpts from Revised Order No. 4 of the Affirmative Action Program for federal contractors were included in the appendix.

Women in the Crafts

45

Hedges, Janice N. & Bemis, Stephen E. Sex stereotyping: Its decline in skilled trades. Monthly Labor Review, 1974, 97 (5), 4-22.

Employment data from the 1973 Current Population Survey indicated that the movement of women into skilled occupations is continuing, and that the rate of increase between 1960 and 1970 was twice that for women in all occupations. The authors stated that the movement of women into the skilled trades has not been through the channels of educational institutions, which have remained largely sex stereotyped. Rather, this movement has been influenced by social, legal, economic, and psychological factors. Future trends are expected to include greater government enforcement of equal employment opportunity regulations, an increase in apprenticeship opportunities for women, less sex stereotyping in vocational and technical schools, and employment growth in the skilled trades. Implications for counselors are that since women have demonstrated similar aptitudes as men for the skilled trades, counselors should be instrumental in ending the sex stereotyping which still exists in many secondary educational institutions and better informing young women of the employment opportunities in these occupations.

46

Boyer, Elizabeth. Women--Are the technical-occupational programs attracting them? Cleveland, Ohio: Cuyahoga Community College, ERIC Document ED 085 065, 1973. 14 pages.

This study analyzed changes in the enrollment of women in vocational-technical programs. Questionnaires were sent to presidents of publicly supported two-year colleges that had technical-occupational programs in order to determine enrollment changes during the period from 1971 to 1973. Fields in which there have been increases or decreases in female enrollments were reported. It was noted that those schools which used several techniques for recruiting women students (e.g., increased number of women faculty, use of pictures of women in publicity materials, seminars for high school counselors, elimination of male pronouns in publicity and use of women admissions recruiters) rather than relying upon one technique, showed the greatest enrollment increases. The author emphasized the need for training women in nontraditional fields and also the need for short-term training programs for disadvantaged women.

47

Marshall, Patricia. Look who's wearing lipstick! Manpower, 1972, 4 (12), 2-9.

This article reported that employment barriers to women in traditionally male-dominated occupations are declining, and that jobs now opening to women included truck driving, police work, construction, forestry, and the ministry. The author presented information from interviews with women in these occupations, and thus provided the reader with some insights into the nature of these nontraditional work experiences, and the motivations of the women entering these occupations. The experiences of these women represented courageous efforts at being the first to cross sex barriers in employment, providing a positive new direction for young women who might want to follow in their footsteps.

48

Kahne, Hilda. Women in the professions. Journal of College Placement, 1973, 33 (4), 58-63.

This article provided data indicating that the number of women in the labor force is increasing, but their growth rate and characteristics are not significantly different from patterns of the past: (a) women are still concentrated in relatively few occupations, most of which do not require a high level of education; and (b) the proportion of women in professional occupations requiring advanced training was lower in 1967 than in any year since 1920. The author predicted that the number of women earning advanced degrees in the 1970's would increase, but that the proportions of females to males would remain the same. It was suggested that educated women will fare better in the labor market, and will have more flexibility in work choices if they broaden their career goals and consider and train in areas that until now have been traditionally male-dominated. Questions and issues raised by the author for women to consider in setting their career goals included: (a) Who am I and what do I want? (b) How can I acquire the necessary training to do what I want to do? (c) What is the probability of finding employment in my field? and (d) How do I make contact with the available openings in my field and find a job?

49

Blitz, Rudolph C. Women in the professions, 1870 - 1970. Monthly Labor Review, 1974, 97 (5), 34-39.

Since 1930, the proportion of women in professional jobs has declined steadily as the job structure has shifted toward professions traditionally dominated by men, although there has been a slight recovery for women in the past decade. These changes were analyzed by specific professional subgroups; findings were as follows: (a) professions dominated by men have, in general, shown a slight rising trend in the proportion of women; (b) the professions dominated by women have remained dominated by women or become more so (e.g., nursing, elementary school teaching, library science); and (c) professions within the middle range in the proportion of men and women showed no clear upward or downward trends. With respect to changes in the occupational structure during the past century of economic development, those professions which experienced the greatest growth included both male dominated (engineering) and female dominated (nursing) occupations, but the overall shift has been toward male-dominated professions. An important determinant of participation in professional work is educational achievement; between 1948 and 1970, the proportion of women with academic degrees grew less rapidly than for men. Implications are that women will be less well prepared to compete for positions requiring the highest professional training, and thus counselors need to encourage young women to invest more in undergraduate and graduate-level education.

50

Parrish, John B. Women in professional training. Monthly Labor Review, 1974, 97 (5), 41-43.

Although the 1970 census data revealed little or no changes during the 1960's, more recent data indicate changes which reflect an increase in the participation of women in the professions both in absolute numbers and relative to men. However, there is still a wide gap in the proportion of women to men. This article focused on trends for the period 1960 to 1972 in eight professional occupations, and showed that since 1965 there has been an increase in the number and proportion of women enrolling and earning degrees in graduate fields of study. The author stated that these tendencies may be expected to continue in the future, as schools and employers face increasing pressure to provide more opportunities for the educational and employment needs of women.

51

Lyon, Catherine D. & Saario, Terry N. Women in public education: Sexual discrimination in promotions. Phi Delta Kappan, 1973, 55 (2), 120-123.

This article documented discriminatory practices in the promotion of school teachers to administrative positions. It was reported that women hold 67% of all public school teaching positions, but less than 16% of the administrative positions. The authors recommended that education policy makers at local, state, and national levels and in university departments of education take immediate corrective action in order to achieve equal employment and promotion opportunities in public education.

52

Taylor, Suzanne S. Education leadership: A male domain? Phi Delta Kappan, 1973, 55 (2), 124-128.

The preference of men over women for leadership positions in education was confirmed by this report. This preference cannot be explained by lack of formal qualifications on the part of women; although there are no written policies precluding women from administrative appointments, male superintendents are not likely to hire women as administrators. Research was cited indicating that women do make good administrators, sometimes better than men. The role of educational institutions in maintaining the sexist status quo was explored, and affirmative action regarding the utilization of women was recommended.

53

Hapgood, Karen E. Women in planning: A report on their status in public planning agencies. Planning Advisory Service Report, October 1971, No. 273. 28 pages.

The purpose of this report was to examine personnel policies of public planning agencies as they affect women. The sample included 163 agencies which currently employ females as professionals on their staffs; of this group 121 responded to a mailed questionnaire. Data substantiated the hypotheses that female planners are significantly underrepresented in professional staffs of public planning agencies, that women are paid less than their male counterparts despite equal educational background and experience, and that they do not rise within the hierarchy of an agency or have an appropriate share of supervisory responsibility. The author recommended that immediate steps be taken to correct these discriminatory practices, and provided an example of an affirmative action program outlining these steps.

54

Epstein, Cynthia F. Positive effects of the multiple negative: Explaining the success of black professional women. American Journal of Sociology, 1973, 78 (4), 912-935.

This article illustrated the process by which black women have been able to achieve occupational status and success in American society. Among the facts cited were the following: (a) more black women over 25 years of age are college graduates than are black men in this age group, thus, the black women have had greater access to professional jobs; (b) 60% of blacks in professional jobs in 1960 were women, with a heavy concentration in the education field; thus black women constitute a larger proportion of the black professional community than women in the white professional world; and (c) a more traditional pattern of men and women was found in black professions in fields other than teaching, and black men in these areas had higher median incomes than black women. The author suggested several potential reasons for these sex differences: (a) black women have traditionally had greater access to and opportunity to learn the values and habits of white society than black men, mainly through household services; (b) interviews with college-educated black women revealed greater feelings of self-confidence than in a comparable group of white women graduates; (c) in underprivileged black families, the female child gets the preference, if not all family children could be sent to college; (d) black women were reported not to view marriage as essential to happiness, nor as offering security that replaces a career, and black mothers were less anxious than whites about care for their children; and (e) the fertility rates of upper-class Negro families are the lowest of any group. Implications of this paper were that although black women do have certain opportunities to rise within the professional community, an enormous amount of energy and the support of family and friends is still needed for black women to "make it" in the professions.
(59 references)

55

Bayer, Alan E. & Astin, Helen S. Sex differences in academic rank and salary among science doctorates in teaching. The Journal of Human Resources, 1968, 3 (2), 191-200.

An examination of employment data from the 1964 National Register of Scientific and Technical Personnel (including information on 2,700 recent science doctorates) provided information regarding sex differences in academic rank and salary. It was reported that the beginning rank of new scientists in college and university teaching positions was unrelated to sex, and that the promotion history of women in the natural sciences was comparable to that of men. Women in the social sciences, however, were found to be promoted less rapidly than men. Differentials in salary at both beginning and advanced positions were found to exist across all fields and work settings. It was concluded that women doctorates experience more severe discrimination in salary than in tenure or promotions. (8 references)

56

Astin, Helen S. & Bayer, Alan E. Sex discrimination in academe. Educational Record, 1972, 53 (2), 101-118.

This study explored the variables which differentiate men and women in college and university teaching positions. Data were based upon a 1969 survey of 60,028 college and university faculty members, of whom 19% were women and 81% were men. Major sex differences were found in academic rank and salary: Men tended to occupy the highest ranks (25% of the men were full professors as opposed to 9% of the women) and received higher salaries (only 4% of the women made a salary of $17,000 or more, compared to 19% of the men). Less than half of men teachers (48%) and more than two-thirds of women teachers (69%) indicated that their teaching was confined to undergraduates. While both sexes tended to be responsible for the same number of students, 63% of women compared with only 49% of men taught 9 or more hours per week; men typically taught large lecture sections while women taught small classes. Marital status and family size seemed to be important variables: The single woman faculty member often was reported to be better off than the married woman, especially those with several children. Definite sex bias in the academic reward structure was demonstrated, and suggestions for restructuring the system were made. (19 references)

57

Rossi, Alice S. & Calderwood, Ann (Eds.) Academic women on the move. New York: Russell Sage Foundation, 1973. 560 pages.

This collection of 21 essays on the position of women in higher education analyzed the historical and social status of professional

academic women, presented research findings on their recruitment and careers, documented the nature and range of sex discrimination in higher education, and reported on what remedial efforts are currently being made. The studies illustrated and documented the conclusion that women who complete their professional training are committed to their careers and remain in the labor force, making significant contributions to their disciplines. A summary chapter by the editors reviewed the essays which had important policy implications, and explored the potential impact of current economic and political circumstances in higher education on the efforts to eliminate sex discrimination. It was emphasized that persistent political effort will be necessary in order to widen women's opportunities and to transform colleges and universities into more humane social institutions.
(up to 89 references per chapter)

58

Ferber, Marianne A. & Loeb, Jane W. Performance, rewards, and perceptions of sex discrimination among male and female faculty. American Journal of Sociology, 1973, 78 (4), 995-1002.

This study related marital and parental status to productivity, salary, and academic rank for men and women university faculty members. Data were collected on a sample of 186 men and 186 women faculty members from the University of Illinois, Urbana-Champaign. Significant findings from the study included the following: (a) professional honors, higher salary, and higher rank were slightly more likely to be awarded to single than to married women; (b) single women and married men were more likely to earn higher salaries than married women or single men; and (c) men with children tended to earn significantly higher salaries and to hold higher ranks than men without children (no relationship was found for women faculty). These data were consistent with some previous research findings on discrimination in rank and salary, and suggested that although married women (with or without children) are no less productive than single women, they appear to experience less success in the academic reward structure.
(6 references)

59

Astin, Helen S. Factors associated with the participation of women doctorates in the labor force. Personnel and Guidance Journal, 1967, 46 (3), 240-246.

This study examined the career patterns of professional women and the influence of marital and parental status on their labor force participation. A sample of 1,547 women doctorates of 1957 and 1958 were surveyed by means of a 41-item questionnaire dealing with work experience, marital status, awards and achievements, publications, domestic and community activities, problems encountered in career

development, and other personal data. 91% of the women were found to be in the labor force at the time of the study, and of these, 81% worked full time. It was noted that during the period when the women doctorates were rearing preschool children they were less likely to participate fully in the work force. However, if women doctorates demonstrate early career commitment, they are likely to persist in their careers later on.
(5 references)

60

Theodore, Athena (Ed.) The professional woman. Cambridge, Mass.: Schenkman Publishing Company, Inc., 1971. 769 pages.

This book includes 53 articles from sociological and psychosociological literature providing a description of the socioeconomic role of professional women in the United States. Specific chapters concern trends and prospects, sex structure of professions, cultural definitions of professional women, career choice processes, adult socialization and career commitment, career patterns and marriage, the marginal professional, and female professionalism and social changes. The editor's overview of trends and prospects for the professional woman emphasized the point that whereas the American economy has needed and encouraged the participation of highly educated and skilled women in the work force, the sexual division of labor in the family system has remained relatively unchanged thus inhibiting the full participation of these women. Women themselves will need to become the important catalysts in redefining sex roles in society in general and the family in particular.
(up to 41 references per chapter)

Earnings of Women Today and Tomorrow

61

Hall, Guin. Changing sex roles in the labor force. Phi Delta Kappan, 1973, 55 (2), 135-137.

The issue of equal opportunity for women in the labor force was examined in this article and an attempt was made to determine the source of the male-female wage discrepancy. It was reported that American women hold nearly 40% of all U.S. jobs, but the average woman earns less than 60% of what the average man earns. One explanation may be that there are not high expectations for feminine achievement, and that many women who work thus settle for less than their abilities warrant. The author pointed out that new job opportunities and legislative enactments alone will not lead to full equal opportunity. Counselors, teachers, and parents must help girls to aim toward higher responsibilities and to move away from the idea of traditional roles for men and women.

62

Weisskoff, Francine Blau. "Women's place" in the labor market. The American Economic Review, 1972, 62 (2), 161-166.

This article summarized research data on trends in women's employment status and involvement in the labor market. Statistics on the occupational segregation of women were cited, and it was demonstrated that occupational segregation by sex is the major obstacle to the attainment of economic equality for women. The theory of a "dual labor market" with supply and demand of women's and men's jobs determining earnings was discussed, and from this analysis it was concluded that the elimination of occupational segregation is essential to women's economic equality.
(5 references)

63

Zellner, Harriet. Discrimination against women, occupational segregation, and the relative wage. The American Economic Review, 1972, 62 (2), 157-160.

This article examined the causes of the male-female income differential and proposed that it is the discrimination against women in male-dominated occupations that provides the central explanation of occupational segregation and low relative earnings of women. Two types of discrimination were discussed: deliberate and erroneous (e.g., misinformation about female capabilities). The author concluded that economic equality for women through occupational integration will require direct interference in the labor market.

64

Raphael, Edna E. Working women and their membership in labor unions. Monthly Labor Review, 1974, 97 (5), 27-33.

This article analyzed the relation of earnings and union membership for employed women. From 1966 to 1970, the proportion of working women who were members of labor unions declined, despite the advantage of higher earnings among union members. In 1970, the median income of women union members was about 70% higher than that of nonunion women (compared to a 30% advantage for male union members). It was pointed out that the labor movement has been slow to support equal employment legislation, and that discriminatory practices of collective bargaining have excluded women from full participation opportunities. Labor unions have not attended to the special problems of working women, although a few have established women's departments, and some activist organizations have been established among union women. Perhaps the most effective way to gain access to top leadership positions and thus representation of women's labor interests will be through these women's organizations and conferences.

65

Stevenson, Mary. Women's wages and job segregation. Politics and Society, 1973, 4 (1), 83-96.

Analyzing the earnings differential between working men and women, the author raised questions about the usefulness of focusing on the issue of "equal pay for equal work" as an explanation and suggested that a more potent explanation can be found in the segregated occupational structure. Dimensions of women's work included: (a) women were employed in occupations which had higher than average median educational levels but lower than average median earnings; (b) women were expected to provide their own training and employers were reluctant to provide on-the-job training; (c) women tended not to be in supervisory positions; and (d) sex-specific jobs were based more upon tradition than valid job requirements. The author recommended that research is needed which groups occupations by requirements (general education and vocational preparation) necessary to perform various jobs, and reported the use of such a strategy in testing three hypotheses. Findings were: (a) women held jobs below their ability more often than men; (b) women did not have the same access to all occupations as men; and (c) men were employed in the more profitable and powerful industries. These findings implied the need to desegregate the occupational structure rather than focus too narrowly on "equal pay for equal work" in order to gain economic equality for women.

66

Suter, Larry E. & Miller, Herman P. Income differences between men and career women. American Journal of Sociology, 1973, 78 (4), 962-974.

This study analyzed the income differential of men and women 30 to 44 years old in an attempt to estimate that part of the difference which is due to age, lifetime career experience, education, occupational status, and extent of employment during 1966. It was reported that the earnings of women sampled in the study were, on the average, 39% of that received by men. A regression analysis revealed that if they had the same occupational status as men, had worked all their lives, and had the same education and year-round full-time employment in 1966, their income would have been 62% of that received by men. Results indicated that these factors have a greater influence on the income level of women than of men, and that fewer women than men are able to move from average-paying jobs to those with higher salaries.
(8 references)

67

Fuchs, Victor R. Women's earnings: Recent trends and long-run prospects. Monthly Labor Review, 1974, 97 (5), 23-26.

The author of this article analyzed the differential earnings of men and women and suggested that the major explanation for the differential is not employer discrimination, but rather role differentiation which affects choice of occupation, participation in the labor market, investment in post-secondary education, and location and hours of work. In terms of the supply and demand functions of the labor market, the 1960's was a period of exceptionally rapid growth in demand for well-educated women and of relative increase in supply of less-educated women. In the short run, an increase in supply tends to depress women's earnings, but in the long run the author predicted the increased labor force participation of women would raise earnings. Especially noteworthy among the 1970 statistics was the 18% wage differential between employed persons who were at work 5 years earlier and those of comparable sex, race, age, and schooling who were not. Of white males 25 and older who were employed in 1970, only 6% were not at work in 1965, whereas the comparable figure was 24%. This contrast highlighted the effect of role differentiation and implied favorable prospects for the earnings of women in the future, when it is expected that women will enter the labor force earlier and remain at work for a significant portion of their adult lives.

68

Oaxaca, Ronald. Male-female wage differentials in urban labor markets. International Economic Review, 1973, 14 (3), 693-709.

The purpose of this paper was to estimate the extent of discrimination against female workers in the United States, and to provide a quantitative assessment of the sources of male-female wage differentials. Using a mathematical procedure devised by the author as a measure of discrimination, and controlling for such variables as education, marital status, geographic location, and occupational category, data from the 1967 Survey of Economic Opportunity were used in a regression analysis to estimate the effects of discrimination. Results supported previously reported findings of large sex differentials, in which unequal pay for equal work does not account for male-female wage differentials as much as the concentration of women in lower paying jobs. These data were also consistent with studies of labor supply, reporting that the presence of children inhibits the labor force participation of white females significantly more than for black females. It was concluded that a substantial portion of the male-female wage differential is attributable to the effects of discrimination in opportunities for work experience through on-the-job training and in the assignment of job levels. (14 references)

69

Finerty, Joseph M. (Ed.) Employment and earnings, 1974, 20 (1). Washington, D.C.: U.S. Government Printing Office. 160 pages.

The data for this publication were collected by the Bureau of the Census, the Manpower Administration, State Employment Security Agencies, and State Departments of Labor. The entire volume consists of statistical tables and charts of employment trends for the period 1955 to 1974. Employment and unemployment developments with respect to women in April, 1974 were as follows: (a) the rate of unemployment for women had shown relatively little movement since December 1973 (the rate for adult men had increased by 3%); and (b) the total labor force had not shown any growth since January, 1974, as reduced labor market participation among adult men and teenagers had completely offset the continued expansion among adult women.

70

Day, David R. & Stogdill, Ralph M. Leader behavior of male and female supervisors: A comparative study. Personnel Psychology, 1972, 25, 353-360.

This study explored the variables related to promotion to leadership positions in the U.S. Air Force. A sample of 37 male and 36 female civilian supervisors employed in parallel positions with similar functions were described and evaluated by their immediate subordinate using the Leader Behavior Description Questionnaire. Although both men and women were found to demonstrate similar patterns of leader behavior and effectiveness, females had different patterns of advancement. For males, rapid promotions tended to go to those who were most effective, while for females, rate of advancement was unrelated to effectiveness.
(3 references)

71

Barnes, William F. & Jones, Ethel B. Manufacturing quit rates revisted: A cyclical view of women's quits. Monthly Labor Review, 1973, 96 (12), 53-56.

Analysis of movement within the labor force (e.g., quitting in order to increase earnings in another job) and movement out of the labor force (e.g., quitting due to personal factors such as marriage, illness, etc.) suggested a cyclical explanation for increased male quitting and decreased female quitting during 1959-1971 in contrast with an earlier study which pointed to a secular explanation (i.e., social, cultural, and technological changes). The authors expected that increased worklife and increased participation of women reduced their quitting to exit but increased their quitting to move within the labor force. The cyclical explanation predicts that quitting to move within the labor force will be sensitive to changing economic conditions, and that quit rates to exit will be relatively less sensitive to these conditions. Furthermore, this explanation would predict that during years of economic expansion, male quit rates should rise more than female rates, since added income from an alternative job is likely to provide more gain for men who experience fewer interruptions in worklife than women. Empirical evidence was provided to support this explanation.

72

Armknecht, Paul A. & Early, John F. Manufacturing quit rates revisited: Secular changes and women's quits. Monthly Labor Review, 1973, 96 (12), 56-58.

The purpose of this article was to respond to a critical analysis of quit rates by Barnes and Jones in the same issue of Monthly Labor Review. The authors stated that a cyclical explanation of quit rates accounts, in part, for movement within and out of the labor force, but in addition, substantial secular changes in the sources of workers' motivation to quit must also be considered. Points of agreement with Barnes and Jones were that (a) women have probably shown a greater propensity than men to quit in order to leave the labor force, and (b) women probably exhibit lower propensities to quit in search of a new job. In contrast to the analysis by Barnes and Jones, it was argued that changes which have taken place in women's quit rates are better explained by secular effects than by cyclical. Supporting data was presented.

Women Going to College

73

Kievit, Mary B. Review and synthesis of research on women in the world of work. Washington, D.C.: U.S. Government Printing Office, Information Series No. 56, 1972. 96 pages.

This book reviewed and integrated research literature dealing with employment of women, opportunities for advancement, and maximizing opportunities as a means of personal satisfaction and of making a contribution to society, from the international and national perspective. The author made the following recommendations relative to action for equal rights of women: (a) increasing opportunities for developing vocational awareness in relation to aptitudes, abilities, and interests; (b) improving counseling for career choices that go beyond the traditionally feminine occupations; (c) recruiting girls into programs that prepare them for employment in a wider range of occupations and career ladders; and (d) directing attention to the need for women to prepare for the dual role of homemaker and employee. (229 references)

74

Astin, Helen S. & Bisconti, Ann S. Trends in academic and career plans of college freshmen. Bettlehem, Pa.: The CPC Foundation, Report No. 1, 1972. 16 pages.

This report was the first in a series of three CPC monographs analyzing career plans, fields of specialization, and employment interests of both undergraduates and recent alumni from over 300 colleges and universities in the United States. The first report explored and analyzed trends and changes in academic degree plans, probable field of study, probable career choices, and life goals of successive classes of entering college freshmen. Data were based upon information gathered by the American Council on Education, using questionnaires completed by a representative national sample of entering freshmen in 1966, 1968, and 1970. Major findings pertaining to women included: (a) women have generally aspired to lower degree levels than men; (b) business and engineering majors continued to attract only a small proportion of women; (c) compared to 1966 freshmen, fewer 1970 freshmen found traditional life objectives to be personally meaningful; and (d) as expected, men were more interested than women in materialistic goals and goals associated with intellectual excellence and achievement, whereas women were more interested than men in altruistic goals. These findings implied that while women are becoming increasingly interested in pursuing graduate-level work, they still have far to go in order to bridge the gap between the sexes.

75

Epstein, Gilda F. & Bronzaft, Arline L. Female modesty in aspiration level. Journal of Counseling Psychology, 1974, 21 (1), 57-60.

The purpose of this study was to analyze the educational and occupational aspirations of college freshmen by sex and ability level. The sample was divided into "traditional" students who would have qualified for admission to the City University of New York prior to the open admissions policy, and "open admissions" students. Findings indicated a significant relationship between past academic history and aspirations for graduate school, with more of the "traditional" than the "open admissions" female students desiring some postgraduate education. Significant sex difference existed in educational aspirations, with females desiring fewer years of higher education, and females also tended to aspire to careers traditionally acceptable for women. This study implies the need for counselors at both the high school and college levels to help women students adjust their aspiration level to their ability level and to consider career options outside of the traditionally female occupations. (2 references)

76

Astin, Helen S. & Bisconti, Ann S. Career plans of college graduates of 1965 and 1970. Bethlehem, Pa.: The CPC Foundation, Report No. 2, 1973. 28 pages.

This study was the second in a series of three CPC monographs. It examined the career plans of college graduates and assessed the changes which occur between matriculation and graduation. Using

representative national data collected by the American Council on Education, the study compared career plans of two groups of college students at entry (1961 and 1966) and at graduation (1965 and 1970). Major findings pertaining to women included: (a) teaching remained the choice for almost 50% of the women; (b) the proportion of women graduates who chose non-clerical business careers remained at just 2%; (c) women in both graduating classes tended to shift out of masculine-associated careers, and to persist only in the field of teaching and non-M.D. health professions; and (d) with respect to work settings, large proportions of women from almost all major fields of study selected educational settings. Despite the diminishing demand for teachers, women gravitated toward teaching careers, implying the need for more effective counseling which will expand the vocational interests of women.
(12 references)

77

Astin, Helen S. & Bisconti, Ann S. Career plans of black and other non-white college graduates. Bethlehem, Pa.: The CPC Foundation, Report No. 3, 1973. 16 pages.

This study was the third in a series of three CPC monographs. It examined the career plans of college graduates and assessed the changes which occur between entry and graduation, focusing on non-white college populations. Sampling and data collection were the same as described in Report No. 2. Among the non-whites included in the sample were American Indians, Asian-Americans, Spanish-surname Americans, and blacks. Major findings pertaining to women were the following: (a) in spite of gains in college teaching, non-white women, like their white classmates, tended to concentrate in elementary and secondary teaching careers; (b) compared to white graduates, relatively large proportions of the non-white students work in government settings; and (c) the proportion of 1970 black women graduates who aspired to long-term careers in government (27%) was even higher than the proportion who started work there (21%). The most significant finding for non-whites as a whole was that in contrast to the white population, the career plans of non-white graduates changed substantially between 1965 and 1970, and became more similar to those of whites. These findings suggest that non-white students are expanding their range of career choices and employment settings as more options become available to them.

78

Robinson, Lora H. Women's studies: Courses and programs for higher education. Washington, D.C.: American Association for Higher Education, Research Report No. 1, 1973. 48 pages.

This report surveyed existing women's studies courses and programs, and identified 32 campuses with established programs where there was either a women's studies major or an organizational unit responsible for women's studies. The author developed the view that women's

courses and programs were created in response to issues raised by the women's movements, and the central concern was that women be fairly represented in traditional disciplinary subject matter. Conjectures about the future status of women's studies in college or university curricula were made, and it was suggested that the continued existence of these courses and programs will depend upon three conditions: (1) building of a systematic body of empirical data on women; (2) development of theories conceptualizing both the old and new data; and (3) balancing of presentations of the sexes in existing bodies of knowledge.
(109 references)

79

Bisconti, Ann S. & Astin, Helen S. Undergraduate and graduate study in scientific fields. ACE Research Reports, 1973, 8 (3). 101 pages.

This report presented the findings of a longitudinal study of a national sample of students who entered college in 1961 and 1966. The 1971 nationwide followup survey of these students focused on the patterns of educational development (i.e., attrition, degree attainment, advanced study enrollment and progress) in order to assess educational outcomes and to identify factors affecting these outcomes. Data were based upon questionnaires mailed to 60,307 men and women in the 1961 group and 58,839 in the 1966 group. Major findings pertaining to women included: (a) women, who comprised 42% of the undergraduate population, tended to choose non-science majors, and consequently, men comprised 75% of the undergraduate science pool in both 1961 and 1966; (b) women maintained higher undergraduate grades than men and received the baccalaureate earlier; (c) overall, fewer women than men ever enrolled in advanced study (57% vs 71%); however, women in science fields, particularly physical and life sciences, were considerably more likely than women in other fields to enter graduate school and complete a long period of advanced study; (d) women in life sciences were more likely than men to stay within their given field, and less likely to shift into medicine; and (e) for each field, with the exception of engineering and life sciences, fewer women than men indicated fellowship support, and a greater proportion depended primarily on family support for the financing of their graduate education. In 1971, 65% of the women science majors were in the labor force full-time, and 14% were still in training. These findings suggest that whereas women demonstrate equal or better competencies in terms of undergraduate performance, they tend to lag behind men by about two years with respect to lapse of time between B.A. and Ph.D. Differences in the extent of involvement with home and family responsibilities may explain, in part, the differences between men and women's graduate study progress.
(9 references)

80

Bradshaw, Thomas F. Jobseeking methods used by unemployed workers Monthly Labor Review, 1973, 96 (2), 35-40.

This article reported on jobseeking methods used by unemployed workers during 1970 and 1971, and pointed to the potential value and limitations of using such data to understand jobseeking methods. Data were obtained from the Current Population Survey, conducted monthly by the Bureau of the Census, and analyzed by jobseeker categories (age, sex, race, last occupational group, and reasons for unemployment). Among the results were the following: (a) most of the jobseekers surveyed went to employers directly; (b) a larger percentage of men than of women tried public employment agencies, sought help from relatives and friends, whereas women relied more heavily on newspaper ads; (c) whites relied on private employment agencies and newspaper ads more than blacks, and the latter tended toward public employment agencies; and (d) women were found to use fewer methods of jobseeking than men.

81

Parrish, John B., Folk, Hugh & Dold, Charles. College women and jobs--how well did the class of '71 do? Journal of College Placement, 1972-73, 33 (2), 69-73.

University of Illinois class of 1971 women graduates at the bachelor's, master's and doctoral levels were studied in order to present data determining what percentage were employed in jobs related to major field of study, and what percentage felt their academic training was helpful. Of 228 women respondents, 80.6% were employed in the labor force, 8.3% were unemployed, and 11.4% were not in the labor force (in school or at home). This rate of unemployment was relatively high compared to an unemployment rate of 5.4% for men graduates. With respect to major field of study, every woman graduating in engineering, library science, and the health professions who obtained employment in the work force reported that she was able to utilize her college training; 84% of graduates in education found jobs in that field. Women graduates in fine and applied arts, public affairs, agriculture, home economics, and the physical sciences had great difficulty in getting jobs related to their training.

82

Solmon, Lewis C. Women in doctoral education: Clues and puzzles regarding institutional discrimination. Research in Higher Education, 1973, 1, 299-332.

This paper described an analysis of sex discrimination in institutions of graduate study. Data on historical patterns of doctoral

degrees awarded, time between B.A. and Ph.D., and the distribution of doctorates by field and sex were discussed. It was noted that, where available, data on application and admissions rates, and fellowship awards would be useful to an analysis of discrimination. Statistics were presented which showed that although female doctoral holders demonstrated higher ability while in high school, women tended to graduate from lower quality institutions than men in fields where women were comparatively highly represented, but from equal or higher quality schools when doctorates were received in what have been considered male-dominated fields.
(12 references)

Continuing Education

83

U.S. Department of Labor, Women's Bureau. Continuing education programs and services for women. Washington, D.C.: U.S. Government Printing Office, 1971. 167 pages.

This publication lists by state about 450 special programs and services offered by colleges, universities, and other organizations. The purpose of these programs is to provide continuing education in academic, professional, or interest areas for women. Publications for further reading about continuing education are suggested.

Opportunities in Apprenticeship Training and Manpower Programs

84

Briggs, Norma. Women in apprenticeship--Why not? Washington, D.C.: USDL, Manpower Administration Research Monograph No. 33, 1974. 34 pages.

This monograph summarized the final report of the Wisconsin Women in Apprenticeship project, conducted over a two-year period from 1972 to 1973. The project was designed to study the obstacles to women participating in apprenticeship training, and to demonstrate ways of minimizing these obstacles. Data were derived from interviews with persons who administered apprenticeships, questionnaires mailed to coordinators of vocational-technical schools, and surveys of service and manufacturing shops. Examination of the results led to the following recommendations: (a) a reanalysis should be made of the job factors which dictate whether formal academic preparation or on-the-job training is more appropriate for given women; (b) government agencies should develop apprenticeship as a means of training for new occupations, particularly those in the allied health fields; (c) the government should reimburse employers so that they will agree to participate in newly established apprenticeship programs; (d) consideration should be given to the development of outreach training and placement programs for disadvantaged women; (e) affirmative action for women should be included in Title 29CFR, Part 30, of the Equal Employment Opportunity Order for Apprenticeship; and (f) there should be concerted efforts to influence guidance counselors and the educational system in general to revise current career and vocational materials which contribute to the persistence of sex stereotypes. This project suggested that if upon completion of high school, girls would prepare for careers in the skilled trades, fuller utilization of women workers and a reduction of low income female family heads might result in the long run.

85

Mapp, Patricia. Women in apprenticeship--Why not? Report submitted to U.S. Department of Labor, Manpower Administration, Contract No. 95-53-70-17, August 1973. 247 pages.

This report presented statistical data from the Wisconsin Women in Apprenticeship project. The goals of this project were to isolate, analyze and minimize barriers to the participation of women in the skilled trades. Surveys of employers, women apprentices and their employers revealed that (a) ignorance of equal opportunity laws and prejudice were barriers to employment; (b) women had a low drop-out rate (half that of males); and (c) employers of women apprentices showed a high degree of satisfaction. This study suggested that social change within the public schools which would motivate females to prepare for changing economic roles must be supported and reinforced by the vocational guidance staffs, and that options for females must be intentionally expanded beyond the traditional alternatives which do not always reflect the interests and aptitudes of young women and which do not represent their best economic interests.

III. THE SPECIAL ISSUES: A REVIEW

The Working Mother

86

Ghozeil, Sue. Staff and distaff: Why women work. *Manpower*, 1973, 5 (12), 11-15.

Some of the economic, educational, and attitudinal factors that motivate married women and mothers to enter the labor force and that influence their specific job choice were explored in this study, funded by the Manpower Administration. Availability of jobs and the wages offered were found to be important considerations for women in job choice, but the greatest factor in a married woman's decision to work was found to be the number, age and school status of her children. Work is a necessity rather than a choice more often for black women than for white. In general, less educated women were more likely than others to be in atypical jobs (e.g., bartenders, welders, farm laborers). Implications for counselors are that more career areas should be viewed as open to women, and women should be made aware of career possibilities beyond the traditional women's work. Furthermore, such factors as child care allowances and more and better day care centers would make the choice more feasible for many women--especially among the poor.

87

Hutner, Frances C. Mother's education and working: Effect on the school child. *Journal of Psychology*, 1972, 82, 27-37.

The influences of maternal education and employment on children's academic ability and performance were explored in this study. Data were derived from school records, aptitude test scores, and parent questionnaires on maternal educational attainment and labor force participation. It was found that the educational level of the mother was significantly related to parental and teacher expectations for the child, and that maternal labor force participation was not significantly related to the child's academic ability and performance. Negative relationships between maternal employment and child's achievement were found among children whose mothers had completed only high school.
(16 references)

88

Propper, Alice M. The relationship of maternal employment to adolescent roles, activities, and parental relationships. *Journal of Marriage and the Family*, 1972, 34 (3), 417-421.

The purpose of this study was to examine the relationship between maternal employment and the roles, activities and attitudes of adolescents. Data from a questionnaire completed by high school students whose mothers had worked full-time for at least seven years since their birth were compared with responses of students whose mothers had never worked outside the home. Results showed that when a mother was employed, adolescents had only slightly greater household responsibilities, and that these students did not differ significantly from those with nonworking mothers. Employment of the mother was found to be related to more frequent parent-child disagreements. However, children of both working and nonworking mothers reported similar perceptions of parent interest, help with personal and academic problems, and closeness to parents.
(7 references)

89

Wallston, Barbara. The effects of maternal employment on children. Journal of Child Psychology and Psychiatry, 1973, 14 (2), 81-95.

This article reviewed literature dealing with the various effects of maternal employment on infants, preschool children, school age children, and adolescents. Attention was given to differential effects according to sex and social class. The literature on preschool children indicated that continuity and stability of care are important variables, and suggested that with adequate substitute care a mother's working need not be detrimental to the child, and can actually be beneficial in some cases. Mothers with very young children were reported to be the least satisfied with available child care services. The author concluded that further research is needed in order to test the effects of cultural milieu, maternal characteristics (e.g., sex-role typing and achievement motivation), and the family interaction process, including the husband's attitude toward the wife's work.
(54 references)

90

U.S. Department of Labor, Bureau of Labor Statistics. Marital and family characteristics of workers, March 1973. Washington, D.C.: USDL, Special Labor Force Report, August 1973. 6 pages.

Findings from the 1973 annual survey of marital and family characteristics in the population 16 years old and over, conducted for the Bureau of Labor Statistics by the Bureau of the Census, provided the following information: (a) of the 1.7 million increase in the labor force in the year ending in March 1973, three-quarters consisted of married women (34%), single men (24%), and single women (15%); (b) the labor force participation rate of married women (husband present) continued its upward trend, reaching 42.2% in March 1973, with most of the increase accounted for by women under age 35, including both those with and without children; (c) the rate of participation for married women 45 to 64 years old slightly declined; (d) consistent with previous years, the proportion of families with more than one worker was greater among Negroes than among whites, due in part to the lower income of Negro husbands relative to white husbands; and (e) the number of female family heads increased by more than 400,000, although their labor force participation rate at 53.2% remained unchanged. These trends indicate that despite the inhibitory effects of children under 6 years on mothers' labor force participation, this rate has continued to increase and was particularly sharp in the year ending March 1973.

91

Mead, Margaret. Working mothers and their children. Manpower, 1970, 2 (6), 3-6.

Alternative solutions to state supported or commercial day care centers were considered in this article. Continuity of care and the close attention of a single person, particularly during the sensitive period between 8 months and 2 years, were noted to be the primary needs of young children. Alternative solutions for meeting these needs were suggested to be among the following: day nurseries located in industries, staggered work hours, encouragement of stability in housing arrangements and neighborhood association, cooperation among families in caring for children of working mothers, and development of noncommercial, quasi-governmental forms of day care help.

92

Waldman, Elizabeth & Whitmore, Robert. Children of working mothers, March 1973. Monthly Labor Review, 1974, 97 (5), 50-58.

Data from the March 1973 survey of the labor force conducted for the Bureau of Labor Statistics by the Bureau of the Census provided the following information regarding the children of working mothers: (a) from 1970 to 1973, the average number of children per family declined from 2.29 to 2.18, and as in previous years, there were fewer children, on the average, in families with working mothers; (b) both the number and proportion of children in one-parent families headed by the mother have been rising and reached 13% in 1973; (c) the participation rates of divorced or separated women were markedly higher than for married women, but these rates were generally lower for Negro women in similar family circumstances; (d) children of school age were more likely than preschool children to have mothers in the work force, and Negro wives were more likely than white wives to work, whether or not children were present; and (e) licensed day care facilities have more than doubled in estimated capacity since 1965, but there is little current data on the demand for child care services and facilities. The data presented in this report indicate that although the number of children in the total population is declining, the number of children with working mothers is increasing, and it is likely that there is a need for legislation and program planning directed towards the improvement of a working mother's earning potential and the elimination of barriers to her employment.

93

Goodwin, Leonard. Welfare mothers and the work ethic. Monthly Labor Review, 1972, 95 (8), 35-37.

Concerns over the increasing numbers of employed women with dependent children, their ability to manage family responsibilities, and the sharing of household tasks in order to maintain stable family situations were discussed in this article, prepared for the United Nations Commission on the Status of Women. It was reported that a recent study on the work orientation of the poor indicated that welfare mothers express as much willingness to take job training and to work as persons who have an adequate income. Women from different socioeconomic groups, however, show a wide difference in beliefs about the effectiveness of their own efforts to achieve job success and in attitudes about the acceptability of government support; welfare women lack confidence in their abilities, and find welfare support much more acceptable than other women. The author recommended that more day care centers and part-time job opportunities for welfare mothers are needed.
(5 references)

94

Rothman, Sheila M. Liberating day care: A modest proposal. Phi Delta Kappan, 1973, 55 (2), 132-135.

There has been recent interest in day care from educated women and from officials of the WIN (Work Incentive) program which was designed to get jobs for ADC mothers, yet good empirical research on the effects of group care over individual care is still lacking. The author noted that day-care centers historically have been utilized primarily by lower-middle class and middle class working women, and that they have usually been marginal operations providing merely custodial functions. It was suggested that rather than encourage massive federal or state funding for day-care centers, it would be fairer and wiser to establish a generous family assistance program. Parents could then exercise their own discretion in selecting day care services for their children.

95

Rothman, Sheila M. Other people's children: The day care experience in America. The Public Interest, 1973, No. 30, 11-27.

This article provided an historical review of day care centers as a basis for a discussion of current proposals for such services. The author cautioned that before we invest large sums of money in day care centers, we need to gather better evidence about the value of such programs.

Biological Differences

96

Rosenberg, Miriam. The biologic basis for sex role stereotypes. Contemporary Psychoanalysis, 1973, 9 (3), 374-391.

This critical review of research literature evaluated the results of studies including animal observations, observations of human sex anomalies, newborn children, and scientific experiments. Weaknesses in research methodology were noted, and results were considered to be inconclusive. The author concluded that so long as there are powerful social and political forces maintaining sex-role stereotypes in our society, empirical investigations designed to explain sex differences on the basis of biology are futile. (70 references)

97

Kagan, Jerome. The emergence of sex differences. School Review, 1972, 80 (2), 217-227.

A review of research on sex differences in the first two years of life suggested four dimensions for classifying findings: susceptibility to fear, cognitive functioning, variability, and social class. Research results were summarized relative to these dimensions as follows: (a) the female infant is slightly more likely to exhibit fear and anxiety more frequently and more intensely than the male; (b) infant girls show evidence of earlier babbling and precocious language development relative to boys; (c) the maturational pattern of biological characteristics such as height, weight, and bone growth is less variable in females; and (d) girls appear to be more consistently affected by early social experiences and indices of their cognitive development show a closer correlation with social class.
(13 references)

98

Bardwick, Judith M. Psychology of women: A study of bio-cultural conflicts. New York: Harper & Row, Publishers, 1971. 242 pages.

Research on the cultural, psychological, and biological factors which have been proposed to explain sex differences was reviewed in this book, and alternative theories were suggested. The alternative explanations focused on the interaction of these factors and the need to study sex-linked attitudes and values cross-culturally. Issues relating to psychoanalytic theory; to motives, role behaviors and conflicts of American women; and to sex differences and similarities were discussed. Emphasis was placed on the ambivalence created by culturally defined roles for women. It was concluded that in

order to raise the self-esteem of women, either girls will need to be provided with socialization experiences that develop esteemed masculine qualities, or society will need to place higher value on such feminine qualities as nurturance and sensitivity.
(7-58 references per chapter)

99

Parlee, Mary B. The premenstrual syndrome. Psychological Bulletin, 1973, 80 (6), 454-465.

This critical review of literature on behavioral changes associated with the menstrual cycle provided the following conclusions: (a) psychological studies of the premenstrual syndrome have not yet established the existence of a class of behaviors and moods, measurable in more than one way, which can be shown in a longitudinal study to fluctuate throughout the courses of the menstrual cycle; (b) studies of the premenstrual syndrome are difficult to interpret without control groups to establish a baseline for describing changes in behavior, and to determine the presence or absence of cyclic changes in the behaviors of nonmenstruating individuals; and (c) given the variety of methods and the variable quality of data on the premenstrual syndrome, investigators proposing a physiological mechanism to explain hormone-behavior relationships should make clear both what behaviors they propose to explain and also the nature of the empirical and conceptual assumptions upon which their psychophysiological hypotheses rest.
(72 references)

Psychological Differences

100

Lunneborg, Patricia W. & Lunneborg, Clifford E. Sex differences in aptitude maturation in a noncollege sample. Journal of Counseling Psychology, 1972, 19 (6), 529-536.

This study attempted to determine whether sex differences in maturation of abilities is related to continuing education and level of employment. A sample of 50 females and 43 males who did not attend college were tested four years after high school graduation with a multiaptitude precollege battery. A previous sample that did attend college showed significant improvement on all tests and no sex differences in maturation of abilities were found. In the absence of continuing education, females (a) lost their slight verbal superiority over males, (b) did not show slight improvement, as did males, and (c) actually declined in several abilities, particularly the quantitative ones. The authors suggested that the higher aptitude scores obtained by non-college males may be related to their higher level of educational and vocational aspirations.
(10 references)

101

Bardwick, Judith M. (Ed.) Readings in the psychology of women. New York: Harper & Row, Publishers, 1972. 335 pages.

This recent collection of 47 articles on research in sex role development and the psychology of women was intended to provide understanding of some major topics, including female role expectations, conflicts, and status of women. Perspectives encompassed in the book include psychology, anthropology, sociology, endocrinology, obstetrics, and psychosomatic medicine. Each topic section is introduced by an editorial overview of the research literature and clinical observations.
(up to 100 references per article)

102

Sherman, Julia A. On the psychology of women: A survey of empirical studies. Springfield, Ill.: Charles C. Thomas, 1971. 304 pages.

The psychological and physiological development of women was investigated in this book through a major review of the research literature. Specific chapters concerned the biological and psychological determinants of sex differences, psychoanalytic and non-psychoanalytic theories of moral and sex-role development, adolescent development, behavioral changes associated with the menstrual cycle, female sexuality, the psychology of reproduction, and the post-menstrual period. Emphasis was placed on the importance of studying normal biological changes and related psychological alterations in women.
(890 references)

103

Garskof, Michele H. Roles women play: Readings toward women's liberation. Belmont, Calif: Brooks/Cole Publishing Company, 1971. 210 pages.

This book contains 12 articles that explored the causes of psychological differences between the sexes, and that stresses the interrelationship of economic and social factors in the evolution of the psychology of women. It attempts to answer questions pertaining to the women's movement, biological and psychological sex differences, and the economic equality of the sexes. Emphasis was placed on the importance of social factors in determining the various roles that women play in today's society, and psychological data providing empirical support for these factors were presented. Several articles were concerned with proposals for changing the differential socialization of boys and girls and the differential treatment of men and women.
(up to 51 references per article)

104

Wortis, Helen & Rabinowitz, Clara (Eds.) The women's movement: Social and psychological perspectives. New York: John Wiley & Sons, Inc., 1972. 151 pages.

This collection of 9 essays examined some of the changes in women's social role within a social-psychological framework. Specific chapters concerned evolutionary aspects of human gender, changing economic and political circumstances affecting women's role, impact of the women's movement on child development publications and family life, reexamination of the importance of the maternal role for the development of children, a description of sex roles and life styles in Sweden, the psychological consequences of sexual inequality, and a reappraisal of the life experience of single women. It was noted that the American approach to achieving equality of men and women is reducing and supplementing the present homemaking role of women; this is in contrast to the Swedish approach which is directed toward the equality of sex roles for both men and women. A resource bibliography with references on social, psychological, legal, economic, and related issues is included.
(up to 76 references per chapter)

105

Mednick, Martha S. & Tangri, Sandra S. New social psychological perspectives on women. Journal of Social Issues, 1972, 28 (2), 1-16.

This article provided an overview of a special issue of the Journal of Social Issues, entitled "New Perspectives on Women," and also reviewed several topics which were not major foci of the special issue. Fundamental questions were raised about contemporary institutions such as the family, and the authors concluded that social and economic changes cannot take place without liberating changes in women's self-concepts, choices of roles, and aspirations.
(26 references)

106

Crowley, Joan E., Levitin, Teresa E. & Quinn, Robert P. Facts and fictions about the American working woman. Ann Arbor, Mich.: University of Michigan Institute for Social Research, Survey Research Center, January 1973. 28 pages.

The background and validity of many of the stereotypic views of the American working woman were assessed through a critical review of literature on presumed sex differences in what workers view as important job factors, and through an empirical study in which a sample of men and women representing a cross section of all occupational groups were interviewed and asked to rate 23 job facets in order of importance to them. Results were consistent with previous research. It was found that women were more concerned with the social aspects of their jobs, particularly with having good relations with their co-workers, that women placed greater importance on such "extrinsic" job characteristics as pleasant physical surroundings and good working hours, and that women differed from men in the desire for initiative on the job. Overall, the results indicated that there were more similarities than differences between the sexes on job attitudes. It was concluded that the socialization process most likely accounts for any sex differences which do exist, but that job-related attitudes and motivations can change in response to adult experiences, challenges, and demands. (23 references)

107

Lipman-Blumen, Jean. How ideology shapes women's lives. Scientific American, 1972, 226 (1), 34-42.

The purpose of this study was to examine the life plans of married college women with respect to both educational and vocational aspirations. Data were based upon a 1968 survey of 1,012 wives (all married to graduate students) who had attended college. Analysis of the responses revealed that there was a strong interaction between a woman's concept of the female role and her educational aspirations: More than half of the women who held the traditional view of women did not plan to seek a degree beyond the bachelor's level, whereas a majority of the women with a contemporary viewpoint aspired to graduate studies. There was also a connection between mode of achievement (vicarious or direct) and educational aspirations, with those women in the vicarious mode tending to limit their educational goals. Factors found to be not significant in influencing sex-role ideology were demographic childhood family variables (e.g., religion, employment of mother, divorce), but the mother's attitudes toward homemaking and her overall satisfaction with life did appear to have an influence on a young woman's sex-role attitudes. The author concluded by stating that women in both the traditional and contemporary categories were very similar in their self-esteem, self-acceptance, and sense of confidence, yet the two groups were distinct in the life patterns which they found most satisfying and meaningful.

108

Olive, Helen, Sex differences in adolescent vocational preferences. Vocational Guidance Quarterly, 1973, 21 (3), 199-201.

This study compared male and female adolescents' vocational preferences, using a sample of students from three high schools in New Jersey. The stated preferences of 197 males and 237 females were assessed for socioeconomic status and all students were evaluated for general intelligence using the Otis Quick-Scoring Mental Ability Test. Results showed that male and female adolescents were not

significantly different in intelligence, and that females chose significantly higher social status occupations than did the comparable group of males. However, these female subjects still did not aspire to the most prestigious positions (e.g., physician, college president) and their responses tended to cluster around typically feminine occupations. It was suggested that counselors be alert to female clients who depress their occupational potential and that counselors inputs reflect newer, more open role models for women.
(6 references)

109

Block, Jack, von der Lippe, Anna & Block, Jeanne H. Sex-role and socialization patterns: Some personality concomitants and environmental antecedents. Journal of Consulting and Clinical Psychology, 1973, 41 (3), 321-341.

This exploratory study distinguished between sex-role typing, socialization, and identification in men and women aged 30 to 40 years, using the Femininity and Socialization scales of the California Psychological Inventory. Subjects were classified according to their sex-role and socialization patterns: Sex-appropriate-socialized, sex-appropriate-unsocialized, sex-inappropriate-socialized, and sex-inappropriate-unsocialized. The personality correlates, childhood and family background, and occupational choices of subjects with these patternings were discussed. It was concluded that sex-role typing for men appears to broaden their options, while sex-role typing for women seems to limit the alternatives of action and expression that are available to them.
(51 references)

110

Katz, Marlaine L. Female motive to avoid success: A psychological barrier or a response to deviancy? Princeton, N.J.: Educational Testing Service, 1973. 23 pages.

The purpose of this study was to offer an alternative explanation of Horner's (1968) finding of female "motive to avoid success" and to test this explanation by a modification of her procedure. The reactions of men and women to female success occurring in a situation where both action and actors were role-typified were compared with the reactions to female success in a situation where neither were typified. The sample included 269 men and women enrolled at two small western colleges. The subjects were asked to write a short story based on one of two stimulus cues provided. Results suggested that the attitudes of women toward successful women are more favorable than those of men toward successful women, and that the production of success-oriented imagery is conditional upon the subject's perception of the appropriateness of the behavior for the

actor in question. If female success is depicted as occurring in an environment in which female participation is as frequent as male participation, males tend to react favorably to this success; in contrast, when the success is associated with "deviant" female behavior, males react punitively. It may be concluded that a "motive to avoid success" is not an inherent liability for women, but rather such role conflict is a function of whether or not the activities of women occur in environments where such behaviors are typical of women.
(14 references)

111

Tomlinson-Keasey, C. Role variables: Their influence on female motivational constructs. Journal of Counseling Psychology, 1974, 21 (3), 232-237.

This study presented data which offered an alternative explanation for fear of success in females. Two groups of college women were compared for responses to success imagery: The first group was composed of older married coeds and the second group was composed of younger unmarried coeds. As hypothesized, unmarried subjects had significantly more fear of success imagery than did married subjects and women with no children had significantly more fear of success imagery than did women with children. It was suggested that the change in roles is the critical factor and that marriage has the specific effect of reducing anxiety about success. An important methodological implication of this study is that much of the fear of success research data should be viewed with caution since it focuses on one extreme population--single college coeds--and thus may represent a temporary factor in the total motivational pattern of females.
(17 references)

112

Safilios-Rothschild, Constantina. Toward a sociology of women. Lexington, Mass.: Xerox College Publishing, 1972. 406 pages.

This book surveyed cross-cultural literature on sex-role development and the women's movement in an effort to provide a foundation for the development of a sociology of women. The 31 articles encompassed the following topics: sex-role development through differential socialization experiences, the depiction of women in the mass media and in economic terms, opportunities for women to assume both conventional and professional roles, and future projections for sex roles and the women's movement. The editor provided a synthesis of cross-cultural data at the beginning of each chapter.
(up to 66 references per chapter)

113

McGuigan, Dorothy G. (Ed.) New research on women. Ann Arbor: University of Michigan Center for Continuing Education of Women, 1974. 289 pages.

This book contains 30 papers describing recently completed or ongoing research on women conducted at the University of Michigan. It includes studies relating to women and work, the psychology of women, and the status and roles of women in other countries. These research papers were presented at a 1973 conference entitled, "New Research on Women," sponsored by the National Coalition for Research on Women's Education and Development. Specific papers concern the factors that motivate successful persons, fear of success in women, sexism in the labor market, male-female wage differentials, and analysis of why even educated women have not made full use of their professional lives and potential.
(up to 39 references per article)

114

Acker, Joan. Women and social stratification: A case of intellectual sexism. American Journal of Sociology, 1973, 78(4), 936-945.

This article examined the adequacy of certain assumptions about women and social stratification, and suggested that sex is an enduring ascribed characteristic which (a) has an effect upon the evaluation of persons and positions, and (b) is the basis of the persisting division of labor by sex and sex-based inequalities. The author raised the question of whether social status or value could be assigned to productive work which is not remunerative: How is the status of retired persons, students, volunteers, and the unemployed defined? It was suggested that the inclusion of sex-based inequalities as significant variables in stratification systems would lead to more accurate and complete conceptualizations.
(32 references)

115

Manhardt, Philip J. Job orientation of male and female college graduates in business. Personnel Psychology, 1972, 25, 361-368.

Differences between men and women in job attitudes were assessed in this study by an analysis of the responses of 365 male and 301 female insurance company employees to a job characteristic questionnaire. Among the results were the following: (a) men rated characteristics of an advancement-responsibility factor higher than women who considered work environment characteristics more important; (b) only small and mixed sex differences were found for characteristics related to job content; and (c) there was little overall sex difference in intrinsic job orientation. These findings suggested that given equal perceived importance of a career and probability of continued

employment, women may value success in business and exhibit as much "desire to get ahead" as men.
(11 references)

Achievement Motivation

116

Frankel, Phylis. Sex-role attitudes and the development of achievement need in women. Journal of College Student Personnel, 1974, 15(2), 114-119.

This study examined the relationship between feminine sex-role behavior requiring dependence and achievement motivation behavior requiring independence. A semantic differential scale designed to measure self-concept and sex-role attitudes was administered to a sample of 97 undergraduate and alumni women at two institutions. Factor analysis of the data revealed that positive self-concept and achievement-oriented behavior were significantly related, and that this relationship became more pronounced with age. Success and femininity were not seen as incongruous in the goal-oriented group. It was concluded that sex-role attitudes shaped in early childhood remain predominantly stable throughout life, and influence the type and direction (achievement-oriented vs. traditional) of behavior assumed.
(6 references)

117

Horner, Matina S. Toward an understanding of achievement-related conflicts in women. Journal of Social Issues, 1972, 28(2), 157-175.

This author argued that many women have a motive to avoid success because they expect that success in achievement-related situations will be followed by negative consequences. This expectancy inhibits the performance and aspiration levels of otherwise achievement-motivated women. Research was reviewed which substantiated the author's position, despite changes in social attitudes toward women since the mid-1960's. It was hypothesized that this tendency of women is most likely to occur in competitive achievement situations in which performance reflecting intellectual and leadership ability is to be evaluated against a standard of excellence and also against a competitor's performance. The consequences of high fear of success for both the individual and society were discussed.
(19 references)

118

Hoffman, Lois W. Early childhood experiences and women's achievement motives. Journal of Social Issues, 1972, 28(2), 129-156.

This article provided a major review of theoretical positions and empirical data on sex differences in child rearing practices, socialization and educational experiences for the purposes of examining correlates of women's achievement motives and behavior. The research literature provided support for the theory proposed to explain female underachievement: Girls, as compared to boys, are given less encouragement for independence, more parental protectiveness, less pressure for establishing an identity separate from the mother, and have less mother-child conflict which highlights this separation. As a consequence, girls do not develop either adequate skills or confidence, and they continue to be dependent upon others. Much of their achievement behaviors are motivated by a desire to please. It was implied that there are more alternative choices in life available to women, but women encounter more barriers to career opportunities due to socialization experiences (e.g., conflict between affiliative and achievement motivations for performance) and discrimination.
(94 references)

119

Baruch, Grace K. Feminine self-esteem, self-ratings of competence, and maternal career commitment. Journal of Counseling Psychology, 1973, 20(5), 487-488.

This study examined the relationship between college women's self-esteem and self-ratings of competence and maternal career orientation. The measures used were the Coopersmith's Self-Esteem Inventory and the Rosenkrantz Sex-Role Stereotype Questionnaire. As hypothesized, subjects who were higher in self-esteem also rated themselves highly in competence-related traits. Maternal desire for a career, but not maternal employment, was positively related to these self ratings. One implication of the finding that maternal attitudes toward work had a greater effect on a daughter's self-esteem and sense of competence than maternal employment per se is that teachers, counselors and parents should value and encourage qualities of achievement and competence in girls if they wish to foster positive self attitudes.
(4 references)

120

Oliver, Laurel W. Achievement and affiliation motivation in career-oriented and homemaking-oriented college women. Journal of Vocational Behavior, 1974, 4(3), 275-281.

The potential interaction of need for achievement and need for affiliation in career-oriented and homemaking-oriented women was

examined in this study. A sample of college women were classified as "career" or "home" oriented according to their responses on a questionnaire concerning postcollege plans. No significant differences were found between these two groups in their need for achievement and affiliation (as measured by the Adjective Check List), but, as hypothesized, there was a significant interaction between the two variables. Women who adopted the traditional role were found to have a high need for affiliation and low need for achievement, while career-oriented women had a high need for achievement and low need for affiliation. A second study which replicated these results was reported. It was concluded that the identification of motivational patterns, such as the achievement-affiliation interaction found in this study, may be of value in understanding a client's career commitment.
(15 references)

121

Papanek, Hanna. Men, women, and work: Reflections on the two-person career. American Journal of Sociology, 1973, 78(4), 852-872.

The two-person single career pattern is a special combination of roles whereby a wife gains "vicarious achievement" through her involvement in her husband's career. This pattern has become a structural part of the middle-class wife's role in the United States, carrying with it certain expectations communicated by her husband's employer which reinforce his occupational commitment and which influence his life style. This involvement may be destructive to the wife's self-esteem, however, and it raises some questions for the counseling of young women: Is "vicarious achievement" a viable alternative for the married woman with young children? Will rejection of this type of involvement lead to marital conflict or injure the husband's work performance? Can a wife make a contribution which is both recognized and remunerated by her husband's employer? What kinds of contributions? Comparative educational data were presented to illustrate the necessity for more research on women's educational and occupational opportunities.
(31 references)

122

Lipman-Blumen, Jean. The vicarious achievement ethic and non-traditional roles for women. Scientific American, 1972, 226(1), 34-42.

This article reviewed empirical data on women's participation in the labor force and recent research on vicarious achievement motivation. Analysis of the socialization experiences of women and cultural sex-stereotyping of occupational roles suggested that women are channeled into indirect achievement and lower status occupational roles. These channeling mechanisms were proposed to represent efforts at keeping women "in their place." The author contended that during periods of economic or national crisis (e.g., World War II), the vicarious achievement ethic weakens and women are offered more opportunities to enter direct achievement roles. (23 references)

IV. THE COUNSELOR

Every Woman Has These Counseling Needs

123

Berry, Jane B. The new womanhood: Counselors alert. Personnel and Guidance Journal, 1972, 51(2), 105-108.

Aspects of the development of the women's movement were reviewed in this article, with consideration given to the changing attitudes of women today. The author emphasized the need for counselors to be aware of new trends and challenges and to counsel girls with an up-to-date understanding of the world of work, including equal opportunity legislation and enforcement procedures. Nine goals for counselors were listed, focusing on the need to obtain and disseminate to students, parents, school placement officers, and community employers current materials regarding emerging career opportunities for women. Counselors were urged to reexamine their attitudes toward women and to help students understand the changing aspirations of women toward career and family priorities.
(3 references)

124

Schlossberg, Nancy K. A framework for counseling women. Personnel and Guidance Journal, 1972, 51(2), 137-143.

Using the framework of Tiedeman and O'Hara (1963), the author described a counseling program for women which provides for diagnosis of stage of decision-making, clarification and exploration of identity and goals, and implementation of career choice. Examples of how this framework might be used with high school, college, and mature women were discussed. It was noted that women need special help in raising their aspiration level and that counselors can be instrumental in developing guidance programs designed to expand women's horizons and to facilitate women's entry into the educational-vocational world. The author contended that the counselor should also become involved in social activism aimed at changing the system that limits the opportunities of women. Examples of such counselor involvement were cited.
(9 references)

125

Vetter, Louise. Career counseling for women. The Counseling Psychologist, 1973, 4(1), 54-66.

This article reviewed theories and empirical data on counseling pertaining to the needs of women. The vocational development theories

of D. Super, A. Roe, J. Gustad, R. Jessor, H. Parnes, R. Wilcox, G. Psathas, D. Zytowski, J. Holland, and P. Blau were considered. Research findings on factors affecting women's career choices were reviewed (e.g., the home-career dimension, male attitudes about women's vocational roles). Statistical data on women's employment revealed that the median wage of 32 million women currently employed is less than 60% of that received by men. Furthermore, 50% of employed women must work for economic reasons. It was concluded that counselors must accept the challenge of becoming involved in social action which will affect the status of women in education and employment.
(65 references)

126

Hansen, L. Sunny. We are furious (female) but we can shape our own development. Personnel and Guidance Journal, 1972, 51(2), 87-93.

Reasons for the anger of women about their traditional social roles and limiting social attitudes toward them were examined in this article. Curriculum programs designed to reduce sex-role stereotyping and to promote female development through an exploration of a variety of life styles were outlined for application at the elementary, junior, and senior high school levels. It was suggested that counselor intervention in the educational process from kindergarten through the 12th grade can provide a key to developing the untapped potential of women.
(16 references)

127

Levitt, Eleanor S. Vocational development of professional women: A review. Journal of Vocational Behavior, 1971, 1(4), 375-385.

Women's active participation in the labor force of this country has had an important influence on the role definitions of contemporary women. There has been increasing interest in research relevant to the career development of professional women. This article reviewed studies investigating women's interests, values, personality, background, and current life situation factors as these variables relate to their career development and vocational behavior. It was noted that different researchers have arrived at inconsistent findings about women, although almost all were using empirical methods. The author concluded that these contradictory results may be due to inadequate definitions of the construct "career orientation," or to the fact that a large proportion of the studies focused on college women who had not yet experienced marriage or regular employment.
(63 references)

128

Berry, Margaret C. (Ed.) Vocational development. Journal of the National Association for Women Deans, Administrators & Counselors, 1974, 37(4).

This issue of the journal of the NAWDAC focused on various issues pertaining to the vocational development of women. Topics covered in the issue included: Job satisfaction and work values of women; vocational commitment of college women; career orientation of high school and university women; influence of college faculty and administrators on the expectations of women students; and methods for developing a women's center on college campuses.

129

Smith, Edward D. & Herr, Edwin L. Sex differences in the maturation of vocational attitudes among adolescents. Vocational Guidance Quarterly, 1972, 20(3), 177-182.

This study compared the patterns of vocational attitudes in a sample of 2,160 eighth and tenth grade boys and girls, in order to determine whether there were sex differences and grade level differences in the maturity level of vocational attitudes. Data were derived from responses to the Vocational Development Inventory-Attitude Scale, and were analyzed using two-factor analysis of variance. Results revealed that girls score higher in vocational attitude maturity than boys in the same grade at both the 8th and 10th grade levels. These results imply that females possess more maturity with respect to their attitudes toward work and career planning than do males in the 8th and 10th grades, and thus girls may require different counseling approaches to facilitate their linking of attitudes and vocational opportunities.
(9 references)

130

Patterson, Lewis E. Girls' careers--expressions of identity. Vocational Guidance Quarterly, 1973, 21(4), 269-275.

This author suggests several reasons why vocational counseling seems to have little impact on girls: (a) vocational counseling usually begins in high school, after many girls have become oriented to sex-stereotyped roles; (b) counselors lack accurate information on societal changes, and fail to deal with the intrapsychic conflicts which girls may experience; (c) counselors do not prepare girls to face job discrimination; and (d) counselors do not spend adequate time discussing marriage plans--an important factor limiting girls' career planning. Two identity issues which may pose conflicts for girls were stated to be: Acceptance of sex role and nurturant activities associated with the home, and acceptance of vocational role of competitive achievement activities. It was recommended that more effective counseling should be established at three levels of schooling: (a) the early grades should provide girls with opportunities to learn the meaning of work for career women, foster the development of prosocial agression, and predispose girls to thinking in career terms; (b) group guidance on the psychology of women should be offered in junior high schools; and (c) at the high school level, counseling should deal with both careers and sexuality. (16 references)

131

Thomas, Hollie B. The effects of social position, race, and sex on work values of ninth-grade students. Journal of Vocational Behavior, 1974, 4(3), 357-364.

Work values of ninth-grade students in a large metropolitan area were assessed using Super's Work Values Inventory (1970) in order to determine whether differences exist by social class, race, or sex. Results indicated that the primary differences were for the dependent variables of race and sex. White students in all cases expressed a greater value for each of the work constructs. Female students held significantly higher work values than males on the Creativity and Altruism scales. Students from a high socioeconomic background held significantly higher Altruism values than low SES students. In general, low social position black females scored low on all the work value scales. The author concluded by cautioning counselors in the use of the WVI; it was noted that although this instrument has value as a tool for assisting students in developing self-understanding, it has the potential for misuse when it is used to screen applicants for employment or to counsel students into particular occupations. (16 references)

132

Harmon, Lenore W. The childhood and adolescent career plans of college women. Journal of Vocational Behavior, 1971, 1(1), 45-56.

The popularity and persistence of early occupation preferences were investigated using the Life Planning Questionnaire for Women and a list of 188 occupational titles from the Strong Vocational Interest Blank. A sample of 1188 freshmen women were asked to report, retrospectively, which of the occupational titles they had ever considered as careers. The research variables were overall popularity of each occupation, median age at which each occupation was first considered, and persistence of vocational preferences. It was found that while early occupational preferences were popular, not all early preferences persisted. The most persistent preferences for women in this age group (after housewife) were among the typically feminine occupations--education and social service. The least persistent preferences involved unusual talent, long periods of training, or short noncollege training courses. Implications for counselors are the need to encourage young women to consider many types of occupations

which cut across the boundaries of cultural and sex stereotypes, and to be attentive and responsive to the unusual occupations which an adolescent girl may be considering rather than directing all girls into "fields good for women."
(8 references)

133

Yitzchak, Berman. Occupational aspirations of 545 female high school seniors. Journal of Vocational Behavior, 1972, 2(2), 173-178.

The relationships between ethnic group membership and occupational aspiration were investigated in this study using data collected from an all-girl public high school in a lower-middle class neighborhood in New York City. Data were based on information submitted by these students for inclusion in the senior yearbook. Over 65% of the students indicated a desire to enter traditional female occupations (e.g., secretary, nursing, teaching), and the occupations named tended to be ones requiring a minimum of education. Ethnic group membership was found to be associated with occupational aspiration: Black students showed a preference for nursing, Puerto Rican and white groups preferred secretarial work, and Chinese students preferred teaching and bookkeeping. The honor roll group, comprised of over 75% white and Chinese students, showed a preference for occupations requiring college degrees. The finding of ethnic differences in occupational aspirations implies a need for counselors and teachers to present career models which do not stereotype occupations by either race or sex.
(9 references)

134

Astin, Helen S. & Myint, Thelma. Career development of young women during the post-high school years. Journal of Counseling Psychology, 1971, 18(4), 369-393.

Variables in the career development of women were investigated in order to isolate factors that predict later career choices, and to determine what factors relate to career change or stability during post-high school years. The sample included 5,387 women who were tested in a longitudinal national program (Project TALENT). Educational attainment and marital status were found to be the best determinants of whether women would choose to pursue careers in the sciences, professions and teaching, or to be housewives and office workers. Scholastic aptitude (in particular, mathematics) and socioeconomic status were variables which significantly predicted career outcomes, and differentiated among girls with different career goals. It was implied that appropriate counseling and guidance for educational and vocational plans is most necessary for women planning to pursue careers that require specialized training, and also for women whose aspirations are not commensurate with their interests and abilities.
(38 references)

135

Baruch, Grace K. Maternal career-orientation as related to parental identification in college women. Journal of Vocational Behavior, 1974, 4(2), 173-180.

Previous research on girls' parental identification patterns has suggested that highly autonomous college girls tend to identify with their father, not their mother, and that this opposite-sex identification is associated with such traits as high self-esteem, adjustment, and even femininity. The hypothesis of this study was that identification with fathers may be less frequent in daughters of career-oriented mothers, based upon the assumption that role status, power, and satisfaction which are important in identifcation motivation are generally greater in working mothers. Findings tended to support this hypothesis. Implications for counselors are that female identification with fathers does not reflect individual pathology, but rather the negative aspects of the traditional feminine role patterns, and that mothers could best assist their daughters own development by choosing a role which provides the mother with the greatest self-respect and satisfaction.
(23 references)

136

Epstein, Gilda F. & Bronzaft, Arlene L. Female freshmen view their roles as women. Journal of Marriage and the Family, 1972, 34(4), 671-672.

This article presented data on the marriage, family, and career plans of a sample of 1,063 freshmen women attending a public university in New York in 1970. Subjects came from predominantly lower middle-class and working-class family backgrounds. A questionnaire was used to obtain information on student background, attitudes toward marriage and career, and future plans. These data then were compared with 1965 data collected on a national sample of 677 freshmen women. Results indicated a trend away from traditional role aspirations for women among lower middle-class and working-class students, toward plans to combine marriage, family, and a career.
(7 references)

137

Tangri, Sandra S. Determinants of occupational role innovation among college women. Journal of Social Issues, 1972, 28(2), 177-200.

The purpose of this study was to examine the relationship between non-sex typical occupational choices (Role Innovation) and background, personality and college experience. The sample consisted of 200 senior women from the University of Michigan. With respect to family background variables, it was found that the best predictors of a daughter's Role Innovation were (1) whether her mother was presently working, (2) the innovativeness of the mother's occupation, and (3) the level

of the daughter's autonomy in relation to her parents. Personality factors associated with Role Innovation were autonomy, tolerance for postponing marriage and for later closure on choice of occupation, self-reliance and independence, and somewhat untraditional attitudes on sex roles. Role Innovative women were not found to reject the core female roles of wife and mother, though they expected to postpone marriage and have fewer children than Traditional women. They also expressed more doubts about their ability to succeed and about their identity, which probably reflects the fact that the roles they have chosen are more difficult in standards of performance and more ambiguous in social meaning.
(32 references)

138

Coates, Thomas J. & Southern, Mara L. Differential educational aspiration levels of men and women undergraduate students. Journal of Psychology, 1972, 81, 125-128.

This study compared the educational and career aspirations of college men and women in an attempt to account for the underrepresentation of women in academic professions, specifically psychology. Data were based upon the responses of 198 males and 166 females to a questionnaire on career aspirations, and performances on psychology course examinations, the Concept Mastery Test of verbal facility, and the Wechsler Adult Intelligence Scale. It was found that women set lower educational goals for themselves than men, even though the intellectual abilities of women and men were apparently equal. The authors concluded that the aspiration levels of women may be an important factor limiting their participation in the academic professions.
(11 references)

139

Angrist, Shirley S. Variations in women's adult aspirations during college. Journal of Marriage and the Family, 1972, 34(3), 465-468.

Change and consistency in the aspirations of college women were the focus of this longitudinal study conducted at a private, coeducational university. A sample of 87 female students who completed four years at the university were administered a questionnaire each fall relating to home, family and educational matters, and future plans. In addition, the women were interviewed once during each of their first three years of college, and also during their senior year. These techniques provided data for describing five types of lifestyle aspirations: "Careerist," "non-careerist," "converts," "defectors," and "shifters." The personality characteristics, family background, academic interests and competencies, and future family and career goals of each of these types of students were detailed.
(16 references)

140

Karmon, Felice J. *Women: Personal and environmental factors in role identification and career choices*. Los Angeles, Calif: U.C.L.A., Center for the Study of Evaluation, Report No. 89, 1973. 57 pages.

The purpose of this study was to explore the psychological and sociological characteristics that describe the roles of two types of women: Those who choose to pursue stereotypic masculine careers and those who choose stereotypic feminine careers. Data collection focused on background variables on these women (101 non-traditionals and 321 traditionals) as well as current life styles, using the theoretical framework for the study of role concepts provided by Sarbin (1954). A variety of analytic procedures were used to determine traditional and non-traditional group differences on questionnaire (College Student Survey) items. Variables which were found to have the strongest relationships to the role of one or the other type of woman were (in order of predictive value): Theoretical orientation; grade point average in college; endorsement of the self-description, "I like science and mathematics;" liberal viewpoints regarding women's role in society; certainty of future job choice; discussing academic problems with faculty; and the self-description, "I am analytical." Results imply that women's career choices are powerfully influenced by role expectations. Thus, educators and counselors have a responsibility to expand women's awareness and interests beyond stereotyped career roles.
(76 references)

141

Standley, Kay & Soule, Bradley. Women in male-dominated professions: Contrasts in their personal and vocational histories. *Journal of Vocational Behavior*, 1974, 4(2), 245-258.

The family background, social and career variables of women in four high-status, male-dominated professions (architecture, law, medicine and psychology) were described in this article. These groups of professional women were found to be similar in that they were all raised as "special" children and feel that they are now "special" women. The occupational groups differed on several dimensions; for example, psychologists described their experiences and career patterns as less in conflict with stereotypic female roles than the other occupational groups. Implications of the findings for counselors are that parental childrearing values and practices which stress action and intellectual accomplishment, paternal role models of career success, and a supportive maternal relationship are important antecedents of professional career commitment in daughters, even in the absence of direct career encouragement from parents.
(5 references)

142

Harmon, Lenore W. Anatomy of career commitment in women. Journal of Counseling Psychology, 1970, 17(1), 77-80.

The purpose of this study was to examine how career women differ from women who are not committed to careers. The subjects, who were surveyed 10 to 14 years after college entrance, were classified as "career committed" or "noncommitted" on the basis of their responses to the question of what their "usual career" was, regardless of whether or not they were currently employed in it. The groups did not differ significantly on either high school rank or percentile score on the Minnesota Scholastic Aptitude Test, and thus lack of academic ability does not explain their vocational behavior. There was a significant difference in marital status, with the committed group having considerably more unmarried members. However, this factor does not provide a basis for predicting career commitment before women begin programs of higher education. The author predicted that as society endorses career commitment in women, the choice to follow a career will be made earlier in a woman's development with the result that higher education could become more meaningful for women. This implies that the optimum time for counseling girls about possible career choices is before post-secondary education begins. (5 references)

143

Poloma, Margaret M. & Garland, T. Neal. The dual profession family. Washington, D.C.: Business and Professional Women's Foundation, 1971. 9 pages.

This leaflet summarized research in which 53 married professional women and their husbands were interviewed with a focus upon assessing needs and potential home-career conflicts. Information was obtained on the degree of professional involvement of both husband and wife, their relationship with each other and their children, division of child care and family responsibilities, and use of the two sources of income. Quotations from the interviews were included. It was reported that no significant change in sex roles took place as the result of a wife's professional involvement. Few families reported an absolutely equal division of family responsibilities, but for most of the women the difficulties of a dual career family were balanced by the satisfactions.

144

Kaley, Maureen M. Attitudes toward the dual role of the married professional woman. American Psychologist, 1971, 26(3), 301-306.

This study investigated the attitudes of a group of married professional men and women toward the professional woman's dual role in order to test for significant variance in attitudes by sex, occupation,

age, education, race, or professional experience. Data were based on responses to a six-item questionnaire completed by 35 female and 24 male married professional personnel at two institutions, and were analyzed by means of the chi square technique. For the variables of sex and occupation, there were significant differences within the sample, but for age, education, race, and professional experience there were no significant differences. The author concluded that while married professional women had positive attitudes toward the professional woman's dual role, married professional men had negative attitudes. These attitudes may partially explain why there has been a three percent decrease between 1950 and 1968 in the number of women who prepared for and pursued professional careers.
(21 references)

145

Watley, Donivan J. & Kaplan, Rosalyn. Career or marriage? Aspiration and achievements of able young women. Journal of Vocational Behavior, 1971, 1(1), 29-44.

The marriage and/or career plans of 883 women who won National Merit Scholarships during the years 1956-1960 were determined by a 1965 questionnaire. These women were classified into five groups: Marriage only, marriage with deferred career, marriage with immediate career, career only, or uncertain. It was reported that although 85% of the women stated definite plans for a career, there were considerable differences among the groups in their educational and career field aspirations, their level of scholastic ability, and in their expression of problems associated with making and implementing life plans. Those women who made definite decisions regarding marriage or career were more likely to have expressed no problems, whereas women who chose to combine marriage and career expressed most frequently the frustration of being pulled in too many directions. A problem expressed by all women, regardless of their life plans, was that of sex discrimination. Apparently, for the large majority of women at the professional occupational level, feminine-masculine role problems and multiple self-expectations and plans continue to pose internal conflicts.
(5 references)

146

McMillin, Marvin R. Attitudes of college men toward career involvement of married women. Vocational Guidance Quarterly, 1972, 21(1), 8-11.

This study investigated the attitudes of college men toward the dual role of married career women. Unmarried undergraduate men were asked to respond to a questionnaire listing potential career options for their future wives. Results indicated that chosen college major and preferred career option for a wife were related. Overall, the

most notable difference among the various majors was that business majors and science and mathematics majors preferred less career involvement for their future wives than did education, humanities, and social science majors. If the data from this study are representative of all college men, the findings could imply the need for young couples to come to some understanding prior to marriage regarding possible career involvement of the wife.
(9 references)

147

Navin, Sally. Future planning of college women: Counseling implications. Vocational Guidance Quarterly, 1972, 21, 12-17.

College women today experience two potentially conflicting pressures: Greater opportunities for self-fulfillment through a career, and personal and social pressures for women to assume the role of homemaker and mother. This article analyzed the evolving life patterns of career-oriented women, and suggested that the attitudes of both men and women toward career-oriented women post psychological and social barriers for college women. The author contended that in order to bring about any significant changes in society's concept of woman's role there must be concomitant changes in definitions of the male role. Changing concepts of masculinity and femininity will yield new perceptions of the roles of men and women. The author concluded by suggesting seven specific implications of these changing concepts for the career counseling of women.
(14 references)

148

Hall, Douglas T. & Gordon, Francine E. Career choices of married women: Effects on conflict, role behavior, and satisfaction. Journal of Applied Psychology, 1973, 58(1), 42-48.

Conflicts, pressures, and satisfactions experienced by married women who are engaged either in full or part-time employment or full-time homemaking activities were examined in this study. The authors hypothesized that satisfaction would be related to the extent to which women actually did what they ideally preferred to do. This hypothesis was supported in the case of homemaking and volunteer activities but not for full or part-time employment. The working women, particularly full-time workers, reported that they experienced more conflict than housewives, yet they also indicated greater satisfaction with their activities than part-time workers or housewives. Implications for counselors are that work-oriented married women, particularly women choosing full-time employment, may experience more difficulty in implementing career choices, increased role conflicts, and greater time pressures than the home-oriented woman who remains within the traditionally accepted role definitions of wife and mother.
(8 references)

149

Rand, Lorraine M. & Miller, Anna Louise. A developmental cross-sectioning of women's careers and marriage attitudes and life plans. Journal of Vocational Behavior, 1972, 2(3), 317-332.

The integration of marriage and career is emerging as a cultural imperative, according to the authors of this article. This conclusion was based on a study of the life plans of 180 young women ranging in educational level from junior high school through college. The data indicated that most all girls opted for life plans that involve work and the majority of them chose to combine work, marriage, and motherhood. It was also noted that most of the girls chose the typical and stereotyped feminine occupations. The findings of this study point to the need for counselors to provide assistance to young women in planning for the successful integration of both career and marriage, and, furthermore, to provide clients with up-to-date information on occupational options for women, since it would appear that girls are still struggling with the old cultural imperative that there are male jobs and female jobs.
(8 references)

150

Arnott, Catherine C. Husband's attitudes and wives' commitment to employment. Journal of Marriage and the Family, 1972, 34(4), 673-684.

A study conducted with 235 women and three-fourths of their husbands examined the hypotheses that a married woman seeks congruence among her role preference, her actual role, and her perception of her husband's preference for her role, and that a married woman's attitude toward female autonomy affects her expectations of which partner should adjust when there is conflict over the wife's role. Attitudes toward women's autonomy, involvement in home and employment activities, and husband's preferences for the wife's role were assessed by means of a personal data questionnaire and an attitude inventory. A major finding was that congruence of wives' approval of present role and husband's perceived approval was associated with the tendency to plan to continue in these roles; likewise, shared preferences for a different role for the wife was associated with plans for a future role change. Women who scored high on the autonomy scale were more likely to select their preferred role over their husband's than were women with lower scores. The author suggested that, in general, the women in the study preferred not to risk major differences with their husbands on their roles.
(23 references)

151

Nagely, Donna L. Traditional and pioneer working mothers. Journal of Vocational Behavior, 1971, 1(4), 331-341.

This study attempted to discriminate between college-educated working mothers who were employed in traditional female occupations (Traditionals) and those with careers in male-dominated occupations (Pioneers). Female role perception, attitudes toward career, and biographical information were measured by a projective instrument, an attitude scale, and a questionnaire. A correlational analysis indicated that Pioneers were more career-committed than Traditionals, and that they had more successfully integrated the roles of homemaker and worker. Some family background variables also differentiated between the two groups. It appeared that the greater departure from a traditional female role characteristic of Pioneers was in some way related to distance perceived between them and their parents. (22 references)

152

Wolkon, Kenneth A. Pioneer vs. traditional: Two distinct vocational patterns of college alumnae. Journal of Vocational Behavior, 1972, 2(3), 275-282.

Women's career patterns are usually studied by a dichotomous approach, comparing Career versus Homemaking groups. The purpose of this study was to apply a trichotomous approach suggested by Rossi (1965), which calls for the division of the Career group into Pioneer and Traditional subgroups. A 40-item work attitudes questionnaire administered to a sample of 236 alumnae of two liberal arts colleges was used to gather the data. As might be expected, it was found that the Pioneer group had the strongest desire to work, and showed significantly higher preferences for reason-to-work values such as mastery, independence, and dominance, and ranked lower the economic and social values. Traditionals were closely aligned with Homemakers in work values. It was recommended that previous research on career orientation be reassessed, taking into consideration the Pioneer and Traditional subgroups in order to interpret findings more meaningfully. (15 references)

153

Harmon, Lenore W. Variables related to women's persistence in educational plans. Journal of Vocational Behavior, 1972, 2(2), 143-153.

A two-year follow-up study on women entering nursing, medical technology, and social work college programs was conducted to determine whether or not there are relationships between persistence in an educational program and such variables as consistency of program Strong Vocational Interest Blank profile, birth order, and mother's reported life plans. In all three curricula, persisters were more likely than nonpersisters to have SVIB profiles rated as consistent with their occupational choice, mothers who worked before or after their children's formative years, and to be first born. Persisters in the nursing program had significantly higher College Qualification

scores than nonpersisters. It was concluded that persistence in a given curricula is very difficult to predict, and the stated career objective of an 18-year-old woman may not be a reliable predictor of what she will actually do.
(18 references)

154

Havens, Elizabeth M. Women, work, and wedlock: A note on female marital patterns in the United States. American Journal of Sociology, 1973, 78(4), 975-981.

The relation of marital status to women's participation in the United States labor force was examined in this study. 1963 and 1966 census data indicated that there were diverse marital patterns for women by occupation and income categories. Women earning the highest incomes were more likely to be unmarried (single or divorced) than men. This suggested a strong direct relationship between economic attainment and unmarried status among females in the United States. The author interpreted the findings to mean that many women with high incomes are less willing to enter into and/or maintain marital commitments, i.e., these females may have chosen not to be married.
(18 references)

155

Kriger, Sara F. n Ach and perceived parental child-rearing attitudes of career women and homemakers. Journal of Vocational Behavior, 1972, 2(4), 419-432.

This study investigated the relationship between women's career decisions and the child-rearing mode of their parents. Homemakers, career women in female-dominated occupations, and career women in male-dominated occupations were compared for level of achievement motivation (using the n Ach scale of the EPPS) and perception of their parents' child-rearing attitudes (using the Parent Attitude Research Instrument). Results were consistent with the author's hypothesis that women's primary career decision--between working and not working--is a function of the child-rearing mode of the parents. The occupational field and the level within it that a woman chooses to pursue is a secondary career choice and is a function of a woman's level of achievement motivation. This conceptualization may imply that counselors should first help women to choose between "working" and "not working" and then to choose among occupations.
(28 references)

156

Hodges, Wayne (Ed.) Women's place in the work force. Issues in Industrial Society, 1971, 2(1), 2-76.

This collection of seven articles on women's role in the home and the work force examined the concerns of working women, including attitudes toward working mothers, homemaking responsibilities, child care arrangements, economic and social status of women, and women and trade unions. Historical and sociological perspectives on the changing roles of women and recent research were reviewed. It was suggested that psychological barriers created by both men and women may be more resistant to change than legal barriers. Attitudes toward working women, particularly working mothers, have been changing only slowly and selectively. Data from the Bureau of Labor Statistics revealed that women are becoming an increasingly stable sector of the work force, and it was noted that women are increasingly articulate about their rights to equality of earnings, employment opportunities and consideration for training and promotion. Particular attention was given to the problems of poverty families headed by women.

157

Helson, Ravenna. The changing image of the career woman. Journal of Social Issues, 1972, 28(2), 33-46.

This article discussed social determinants of attitudes towards career women over the last several decades and how changes in these attitudes have been reflected in the design and interpretation of psychological research. The author argued that many research studies of career interest in women prior to 1970 were pessimistic, and over-emphasized unfavorable characteristics of career-oriented women. Some of the main themes in current research on serious professional commitment in women include psychological descriptions of the complexity of individual motivation of career women, reappraisals of the concepts of masculine and feminine characteristics and their roles in the personality and discussions of the economic and social problems of career women.
(50 references)

158

Munley, Patrick H. Interests of career and homemaking oriented women. Journal of Vocational Behavior, 1974, 4(1), 43-48.

Correlations of interest patterns with the career orientations of women were analyzed in this study. A sample of undergraduate women were divided into two groups--career and homemaking oriented--on the basis of their scores on a career orientation questionnaire. Interest patterns were assessed using the women's form of the SVIB. High career orientation students tended to be high on academic achievement interest and low on homemaking interest, and career oriented women tended to receive high interest ratings in occupations that have been traditionally dominated by males, e.g., physician, lawyer, engineer. In contrast, homemaking oriented women received high interest ratings in occupations that have traditionally been dominated by women, e.g., home economics teacher, secretary, nurse.

The absence of a significant correlation between career orientation and the masculinity-femininity scale suggested that career oriented women do not necessarily have more typically masculine interests than homemaking oriented women. It was concluded that SVIB patterns may be suggestive of a career or homemaking orientation in women. (7 references)

159

Mason, Philip. Employment, welfare, and mothers' motivation. Manpower, 1973, 5(9), 28-32.

This article summarized a sociological analysis of women who receive welfare or who are employed in low-income jobs. The study focused on the Work Incentive Program (WIN), which is designed to move welfare recipients into jobs, and it sought to provide a basis for improving manpower and welfare programs generally. The success of such job programs was seem as related to how women view their roles: Four out of five welfare mothers were reported to be "traditionalists," i.e., they expected financial support either from a husband or from the government; the fifth was reported to be actively seeking economic independence and social mobility. Four recommendations based on study results were given, and specific measures which might prevent future welfare dependency were suggested. The study clarified the "work versus homemaking" dichotomy, which often implies that these two activities are mutually exclusive, and it was suggested that for "traditional" welfare mothers, it might be best to help them set up a financially productive activity in the home or reestablish the husband as family provider.

160

Westervelt, Esther M. A tide in the affairs of women: The psychological impact of feminism on educated women. The Counseling Psychologist, 1973, 4(1), 3-26.

Feminist ideology is likely to have the greatest impact on educated women, according to this author. It was noted that the proportion of young single women is increasing, the average age at marriage is increasing, the divorce rate is increasing, and birth rates have fallen to the lowest levels ever. Career aspirations among college women are rising, and women's role perceptions and expectations are being modified, particularly in the realm of economic and achievement roles. The conflict of choosing between marriage or career may be diminishing, but young women today are confronted by a new set of psychological problems, namely, the successful integration of the two roles and coping with additional pressures which accompany the combined roles. Four means of resolving role integration problems were discussed: "cooperation," "compromise," "cop-out," and "conventional." (50 references)

161

Hayghe, Howard. Labor force activity of married women. Monthly Labor Review, 1973, 96(4), 31-36.

This Special Labor Force Report, based on information from the March 1972 monthly survey of the labor force, showed that: (a) the largest increase in labor force participation rates in the last half of the 1960's was among young wives; (b) most of the increase among wives in the labor force was in the age group under 35 years; (c) relatively more Negro than white wives were in the labor force; (d) married women whose longest full-time job in 1971 was in a professional or technical occupation had the highest median earnings among employed women; (e) service-producing industries accounted for the largest proportion of employed women; and (f) among women, divorcees had the highest labor force participation rate, indicating that many divorced women had to work because they received inadequate support payments or none at all. Among the elements in the decision of young wives to work were a growing consensus on the desirability of controlling the number and timing of childbirths, increasing numbers of women with college training and career aspirations, and inflationary trends which lead some of these women, even those with young children, to work.

162

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Facts about women heads of households and heads of families. Washington, D.C.: U.S. Government Printing Office, April 1973. 10 pages.

The latest available data regarding labor force and demographic characteristics of women heads of households and families were summarized in this report. Statistics were provided on race, age, marital status, number of children, educational attainment, employment status, and income for these women. In 1972, 22% of the heads of households and 12% of the heads of families in the United States were women. There were considerable differences among ethnic groups in the proportion of families headed by women: 9% of white families were headed by women, compared to 32% of black families, 14% of Mexican-American families, and 29% of Puerto-Rican families. The greatest proportion of female family heads were employed as clerical or sales workers (36%). The median income of families headed by women was $5,114 in 1971, as compared to $10,930 for families headed by men.

163

Hedges, Janice N. & Barnett, Jeanne K. Working women and the division of household tasks. Monthly Labor Review, 1972, 95(4), 9-14.

This article reviewed a number of survey studies that analyzed how employed women share household tasks with other members of their families. Among the findings reported were the following: (a) about 65% of the women in the labor force in March 1971 were living with husbands or dependent children, or both; (b) of all women in the labor force, a larger proportion of minority women than white women had dependent children; (c) family work roles of men and women have not changed significantly, and mothers in highly skilled professions generally hired household help; (d) mothers of preschoolers had exceptionally high unemployment rates (10.2%), suggesting the special problems this group faces in locating or holding jobs compatible with their home responsibilities; and (e) typical difficulties encountered by working women were household task sharing, obtaining child care services, securing flexible work schedules, and coping with stereotyped role attitudes. The authors recommended that solutions to these problems may be found through improved day care services, upgrading household employment, more efficient home management, greater adaptibility in work rules, recognition of life-cycle work patterns, and fuller sharing of family responsibilities.

Sex Bias and Counseling

164

Broverman, Inge K., Vogel, Susan R., Broverman, Donald M., Carlson, Frank E. & Rosenkrantz, Paul S. Sex-role stereotypes: A current appraisal. Journal of Social Issues, 1972, 28(2), 59-78.

This article provided a major review of literature dealing with the nature and effects of sex-role standards in contemporary society. It was demonstrated that there are clearly defined sex-role stereotypes for men and women and that more feminine traits are negatively valued than are masculine traits. The finding that sex-role stereotypes continue to be held by large and relatively varied samples of the population and that they are incorporated into the self-concepts of both men and women indicates how deeply ingrained these attitudes are in our society. On the other hand, the finding that antecedent conditions for sex-role relevant behaviors are associated with individual differences in stereotypic sex-role perceptions offers encouragement that change is possible. (45 references)

165

Bem, Sandra L. & Bem, Daryl J. On liberating the female student. The School Psychology Digest, 1973, 2(3), 10-18.

The question of when sex role ideology begins to develop in the life of a young girl was explored in this article through a review of

research on differences in child rearing and socialization practices and on sex-role stereotypes in children's literature and textbooks. Reported research findings indicated that socialization practices train girls to be passive and dependent, undermine their confidence, promote "fear of success," and generally limit the options for both sexes. The author noted that of the 15% of all women workers classified as professional or technical workers, one-half are non-college teachers and another one-quarter are nurses. It was concluded that society controls not so much a girl's alternatives but her motivation to choose among the alternatives, and thus the notion of "freedom of choice" with respect to a career is not relevant for a young woman.
(18 references)

166

Schlossberg, Nancy K. & Goodman, Jane. A woman's place: Children's sex stereotyping of occupations. Vocational Guidance Quarterly, 1972, 20(4), 266-270.

Studies of sex difference in socialization and child rearing practices were reviewed in this article, and an empirical study designed to explore occupational stereotyping by elementary school children was presented. Boys and girls in the kindergartens and sixth grades of two schools were asked to respond to 12 drawings representing the work settings of 6 traditionally-male occupations and 6 traditionally-female occupations. The data were analyzed in terms of number of stereotyped responses and indicated that: (a) the 6th graders at the model cities school held more stereotypes than those at the middle income school; (b) the children were more apt to exclude women from men's jobs than to exclude men from women's jobs; (c) the children chose jobs for themselves that fell within the usual stereotypes; and (d) there was no significant difference between the role stereotypes held by kindergartners and 6th graders. These findings imply the need for elementary school personnel to change children's notions of differential achievement for men and women, and to develop and maintain increased options for both boys and girls.
(7 references)

167

Entwisle, Doris R. & Greenberger, Ellen. Adolescents' views of women's work role. American Journal of Orthopsychiatry, 1972, 42(4), 648-656.

This study explored the effects of adolescents' sex, race, IQ, social class, and residential locus on their attitudes toward women's work role, using a questionnaire concerning whether women should work, what kinds of jobs they should hold, and whether they are intellectually curious. Among the results were the following:

(a) boys held more conservative attitudes about women's role than did girls; (b) both sexes disapproved of women holding "men's" jobs; (c) black students were less opposed to women working than were white students; and (d) high IQ subjects generally held liberal views, although high-IQ middle-class boys were the least liberal. High-IQ blue-collar students of both sexes were found to be the most liberal. The findings were interpreted in terms of adolescent sex-role behavior, occupational aspirations and peer pressure, education and women's role in American society.
(5 references)

168

Kaplan, Robert M. & Goldman, Roy D. Stereotypes of college students toward the average man's and woman's attitudes toward women. Journal of Counseling Psychology, 1973, 20(5), 459-462.

An analysis of female stereotypes held by college males and females was performed using the techniques of role playing, and an attitude questionnaire in which subjects were instructed to respond either as an average male or average female would respond. Results showed a significant difference between the sex stereotypes of males and females and an interaction between sex of the respondent and sex stereotype. The average man was portrayed by both male and female respondents as viewing women in a more traditional manner than the average woman. Female respondents perceived a greater difference between the stereotypes of females held by men and women than did male respondents. An implication for counselors is that women clients may have inaccurate perceptions of the views which men hold toward women's role in society.
(6 references)

169

Hawley, Peggy. What women think men think: Does it affect their career choice? Journal of Counseling Psychology, 1971, 18(3), 193-199.

The role that men's views play in the careers women choose was explored in this study. The author hypothesized that women may be influenced in their career choice by what they believe men think is appropriate female behavior. Results indicated that women's perceptions of male views of the feminine ideal differed significantly depending upon the career group to which they belonged. Furthermore, their perceptions differed according to whether or not they were married. It was implied that counselors need to be more sensitive to this important, though often unrecognized, influence on women's career choices.
(18 references)

170

Hawley, Peggy, Perceptions of male models of femininity related to career choice. Journal of Counseling Psychology, 1972, 19(4), 307-313.

Previous research suggesting a relationship between women's career choices and their beliefs about men's perceptions of the feminine ideal was replicated in this study. The author reported that women preparing for traditionally feminine careers (e.g., teaching) believed that significant men in their lives dichotomize attitudes and behaviors into male-female categories, i.e., view behavior as appropriately male or female. Those preparing for nontraditional careers (e.g., math-science majors) were reported to believe that men do not see sex as a determinant of attitudes and behaviors. Counselors were found to respond in a manner similar to the math-science group. This feminine model allows for a wider range of educational and career choices without violating important men's views of femininity. It was suggested that counselors should help female clients become aware of the variety of life styles and career choices which may be viewed as feminine by men.
(16 references)

171

Gump, Janice P. Sex-role attitudes and psychological well-being. Journal of Social Issues, 1972, 28(2), 79-92.

The life plans and sex-role concepts of college women were examined in this study, in an attempt to determine relationships between sex-role orientation, ego strength, happiness, and achievement plans. A sample of 162 senior college women were administered a sex-role inventory and Barron's Ego Strength Scale. Differences in ego strength were found to be associated with plans for marriage and career: Students who obtained the highest ego-strength scores were actively pursuing both objectives. The data also suggested that more purposeful, resourceful women were less traditional in their sex-role orientation. The findings of this study imply that college women are increasingly including the pursuit of a career in their life plans, which would gratify needs for self-realization and achievement. However, it should be noted that most of these women are still choosing a career which is among those considered traditional for women.
(12 references)

172

Block, Jeanne H. Conceptions of sex role: Some cross-cultural and longitudinal perspectives. American Psychologist, 1973, 28(6), 512-526.

The effects of socialization on sex identity were discussed in this article, within a framework which integrated sex-role definitions

with ego and cognitive developmental tasks. Cross-cultural and longitudinal research data were presented to provide support for the notion that culturally determined socialization processes broaden the sex-role definitions and behavioral options of males while restricting those of females. Women are discouraged from assuming personal qualities which are conventionally defined as masculine: Self-assertiveness, achievement orientation, and independence. Rather, they are reinforced for nurturant, docile, submissive, and conservative qualities which are traditionally associated with the female role.
(21 references)

173

Hochschild, Arlie R. A review of sex role research. American Journal of Sociology, 1973, 78(4), 1011-1029.

This article reviews research literature on sex roles. Four types of research were described: (a) studies dealing with the origins of sex differences in cognitive and emotional traits; (b) studies focusing on role theory and dealing with sex roles as reflected in behavior and norms; (c) studies of minority group women; and (d) studies analyzing sex differences from the perspective of political power. Implications for the sociology of women were discussed, but few definitive conclusions relative to women's career counseling were suggested.
(155 references)

174

Berry, Margaret C. (Ed.) Sexism and bias. Journal of the National Association for Women Deans, Administrators & Counselors, 1974, 37(2), 53-96.

This recent issue of the NAWDAC journal focused on various topics pertaining to sexism and on how to establish more equitable roles in the world of work. Individual articles discussed discriminatory hiring practices in higher education, legislation and its implications for the elimination of sex bias, sexism in school policies and curriculum objectives, differential college admission practices for men and women, differential faculty attitudes towards blacks and female students, and involvement of professional women in the feminist movement.

175

Bingham, William C. & House, Elaine W. Counselors view women and work: Accuracy of information. Vocational Guidance Quarterly, 1973, 21(4), 262-268.

How knowledgeable are counselors about the employment of women? This question was the focus of a study in which 67 male and 59 female

secondary school counselors responded to a questionnaire containing 25 factual and 25 attitudinal items on women and work. It was found that on 12 of the 25 factual items, counselors demonstrated accurate information. Analysis of the 13 items reflecting inaccurate counselor information indicated significant differences between the responses of male and female counselors. Male counselors appeared to be less accurately informed than females as to the occupational alternatives available to and needed by women, the ability of women to be both workers and homemakers, the general ability of women, whether or not women are clearly discriminated against, and the length of time women spend in the labor force. Analysis of the attitudinal items was not reported.
(4 references)

176

Schlossberg, Nancy K. & Pietrofesa, John J. Perspectives on counseling bias: Implications for counselor education. The Counseling Psychologist, 1973, 4(1), 44-54.

The authors note that counselor bias may have a negative impact on a client's career development. Empirical evidence of counselor bias was examined, and findings were interpreted to imply that counselors do ascribe roles to men and to women, and that their interview behavior reflects these biases. Female counselors were found to display as much bias as male counselors. The authors suggested that counselors need to be more aware of the degree to which they try to influence clients according to their own sex stereotypes. Recommendations for counselor training programs are included.
(26 references)

177

Thomas, Arthur H. & Stewart, Norman R. Counselor response to female clients with deviate and conforming career goals. Journal of Counseling Psychology, 1971, 18(4), 352-357.

The question of whether secondary school counselors respond more positively to female clients with traditionally feminine (conforming) goals than those with traditionally masculine (deviate) goals was explored in this study. High school girls were interviewed to obtain information concerning their home, school, self-description, and personal values. This data was used to produce 5 audiotapes which were then presented to 64 practicing counselors. Counselor responses were analyzed by sex and experience. Results suggested that the personal sex biases of counselors may be communicated either openly or covertly to the client in the course of counseling, and therefore the counselor should work to create an atmosphere in which the client is aided in identifying her unique interests, and in developing independent career decisions rather than a situation where the counselor urges conformity to culturally defined norms.

178

Goldman, Roy D., Kaplan, Robert M. & Platt, Bruce B. Sex differences in the relationship of attitudes toward technology to choice of field of study. Journal of Counseling Psychology, 1973, [illegible](5), 412-418.

The relationship of attitude toward technology to choice of college major field for women and men was investigated in this study. The Mechanization Scale, an instrument designed to measure attitudes toward technology, was administered to 256 college freshmen grouped by sex and choice of major field. Analysis of the data revealed evidence of sex bias in the attitude measure, and implied the need for caution in the use of such attitude inventories for the academic counseling of women. If women were to be counseled on the basis of male norms for such measures, then none would be advised to major in science.
(8 references)

179

Garman, Lynne G. & Platt, Walter T. Sex role stereotypes and educators' descriptions of mature personalities. Paper presented at the meeting of the Western Psychological Association, San Francisco, April 27, 1974. 3 pages.

The following questions were explored in this paper: (1) Do educators' descriptions of healthy, mature, socially competent individuals differ as a function of the sex of the person judged? (2) Does the sex of the educator relate to the use of sex-role stereotypes? A sample of 126 instructors from the elementary, secondary and college levels were asked to describe a healthy, mature, and socially competent adult male, adult female, or adult. Comparisons of the instructors for each of the three different instructional sets provided the following information: (a) educators at all levels show high agreement concerning the attributes which characterize healthy, mature, socially competent adults, adult males, and adult females, respectively; (b) educators' concepts of mature personality differ for men and women; (c) these differences parallel common sex-role stereotypes found by previous investigators, and generally assign less social value or desirability to the feminine role; (d) educators are significantly less likely to attribute characteristics which describe mature adults to a woman than they are to a man; and (e) female educators, while also describing women as somewhat less than mature adults, nevertheless do see women as coming significantly closer to the adult standard than do male educators.
(1 reference)

180

Harris, Jo Ann. Sex bias and computer-based guidance systems. Contract No. OE-C-72-5240, National Institute of Education. 55 pages.

A rationale for the use of the computer in guidance services was presented in this paper, on the basis of its potential capabilities in career planning. Five types of operational systems were described and components of these systems were analyzed within the framework of six possible sources of sex bias or fairness: Interactive dialogue, data files, the computer program, on and off-line interest inventories, audio-visual support materials, and printed support materials. This review and analysis revealed relatively little evidence of serious sex bias, although the descriptive content of the data files and the supporting visual materials or community visitation programs could be sources of subtle sex bias which may have implications for the scope of a student's vocational exploration. The author proposed that the use of computers in relation to career guidance will increase in this decade of emphasis upon accountability, construction of systematic delivery models, and career education. Given the application of recommended guidelines, the computer is potentially a very powerful delivery system for non-sex-biased career counseling.
(12 references)

181

Roberts, Drina F. & Roberts, Gilbert. Techniques for confronting sex-role stereotyping. The School Psychology Digest, 1973, 2(3), 47-54.

The authors proposed that counselors must help young people to examine prevailing sex-role stereotypes which restrict children, adolescents, and adults, and to explore many life styles and occupational choices without counselor value judgments. Techniques for group counseling relevant to sex-role stereotypes with three age groups were outlined in detail.
(4 references)

182

Saario, Terry N., Jackline, Carol N. & Tittle, Carol K. Sex role stereotyping in the public schools. Harvard Educational Review, 1973, 43(3), 386-416.

This review of research and educational materials investigated sex role stereotyping in three major areas: Elementary school basal readers, educational achievement tests, and differential curricular requirements for males and females. It was concluded that much of the structure and content of the American school system contributes to sex role stereotyping, and discriminates against both male and female students. Local school districts, school boards, state educational agencies, and textbook and test publishers were urged to take action to eradicate elements of sex discrimination and not wait for the direct prod of federal legislation.
(61 references)

185

Plost, Myrna. Career media centers are shortchanging today's girls. Personnel and Guidance Journal, in press. 9 pages.

This study examined the degree to which career aspirations of young girls are affected by the sex of career models depicted in counseling media. Theory and research were reviewed with respect to the impact of career models on the formation of career goals, including content studies of instructional and counseling media. An experimental study, in which 600 eighth grade students from a middle-class school were exposed to two unfamiliar occupations in a coordinated 10-minute slide-tape presentation (one occupation depicted by a female model and the other by a male), revealed that both boys and girls tended to prefer the occupation presented by the like-sex model. Implications for counselors are that the predominant use of male career models in instructional and counseling media limits the range of vocational options and aspirations for girls.

186

Munley, Patrick H., Fretz, Bruce R., & Mills, David H. Female college students' scores on the men's and women's Strong Vocational Interest Blanks. Journal of Counseling Psychology, 1973, 20(3), 285-289.

The career orientations of a sample of 90 undergraduate women were assessed by means of the men's and women's forms of the Strong Vocational Interest Blank (SVIB) and a career orientation questionnaire. Significant differences were found between mean socres on occupational scales common to both forms and on mean number of B+ and A ratings on the men's and women's forms. Occupational scale scores and number of B+ and A interest ratings were also examined in relationship to career versus homemaker orientation. High career orientation females obtained a significantly greater mean number of B+ and A ratings on the women's cales common to both forms of the SVIB and low career orientation females obtained a significantly greater mean score on the women's unique scales. Implications for vocational counseling are that if the SVIB is to be used in counseling with college women, both forms should be administered. (13 references)

187

Cole, Nancy S. On measuring the vocational interests of women. Journal of Counseling Psychology, 1973, 20(2), 105-112.

An analysis of the interrelationships of scales on several common interest inventories (Strong Vocational Interest Blank, Kuder Vocational Preference Record, Holland's Vocational Preference Inventory, and the ACT Vocational Interest Profile) and the interest

183

Bernstein, Jean. The elementary school: Training ground for sex role stereotypes. Personnel and Guidance Journal, 1972, 51(2), 97-101.

The position explored in this article was that elementary schools reinforce sexist socialization, and thus provide limiting rather than enlarging experiences. Instances of sexism were cited to be in the areas of classroom learning experiences, textbooks, and adult role models in the educational setting. The author urged the counselor to examine the attitudes and values he displays in working with boys and girls, and suggested several activities in which pupil personnel workers can serve as consultants to teachers, librarians, and school administrators in order to reduce sexism in the schools. Some suggestions for enhancing school guidance programs by offering multiple opportunities for growth and development were also provided.

184

Birk, Janice M., Cooper, Jacqueline & Tanney, Mary Faith. Racial and sex role stereotyping in career information illustration. Paper presented at the meeting of the American Psychological Association, Montreal, August 1973. 18 pages.

The purpose of this study was to examine the illustrations in a wide variety of career literature in order to determine what impressions as well as information were conveyed to students about jobs. In particular, the authors were interested in noting any evidence of racial or sex role stereotyping. Data were obtained from the 1972 Occupational Outlook Handbook, the Encyclopedia of Careers and Vocational Guidance (1972), and the SRA Occupational Briefs (1973). A total of 2,004 illustrations were rated according to a categorization system developed by the authors. Additionally, several hundred career information pamphlets were evaluated. Examination of these materials revealed that (a) the American world of work appeared to be almost exclusively populated by white men; (b) women and members of ethnic minorities were seriously underrepresented; (c) in illustrations portraying professional, managerial and technical occupations, 71% of the career representatives were men; (d) women were overwhelmingly classified in the clerical and sales occupations; (e) statistically, more women than men showed positive affect in the illustrations, while men appeared to be more seriously involved in the business of work; and (f) women and minority group members were statistically more often shown giving direct service to other persons in the pictures. These results imply that existing career information materials have the effect of limiting rather than expanding career options for clients, and that in order to provide greater freedom of choice, illustrations conveying career information must change.

patterns of women revealed that when women's responses are compared with those of other women, interest factors similar to those for men emerge. These results implied that the methods generally used to measure and predict vocational interests may magnify relatively modest interest differences that may exist according to sex. It was recommended that counselors provide women clients with information about more diverse career options than are now commonly available.
(27 references)

188

Harmon, Lenore W. Sexual bias in interest measurement. Measurement and Evaluation in Guidance, 1973, 5(4), 496-501.

The potential for sex bias in interest tests used to encourage women to consider various occupations was discussed in this article. Sources of such bias were noted in item content, scale construction, scale selection, scale norming, and in reporting scores. For the purpose of illustrating potential bias, current interest inventories were divided into two groups: Externally referenced and internally constructed. In general, the most valid inventories have scales developed on external criterion groups of men and/or women separately. The occupational scales available on the Kuder DD, the SVIB TW398 for women, the SVIB T399 for men, and the MVII were reported to be the best available interest inventories.
(13 references)

189

Harmon, Lenore (Chairman, AMEG Commission on Sex Bias in Measurement). AMEG Commission report on sex bias in interest measurement. Measurement and Evaluation in Guidance, 1973, 6(3), 171-177.

This report discussed the result of deliberations made by the AMEG Commission during the 1972 APGA National Convention regarding sex bias in interest and vocational measurement. Particular attention was given to the SVIB; the successor to the SVIB, the Strong-Campbell Interest Inventory, which attempts to remove sex bias, was described.
(9 references)

190

Campbell, David P. Reaction to the AMEG Commission report on sex bias in interest measurement. Measurement and Evaluation in Guidance, 1973, 6(3), 178-180.

This response to the AMEG Commission report presented some of the practical difficulties involved in the production of an empirical instrument to measure male and female occupational interests. It described the counseling options and information, including a

sexually neutral booklet, that will be available with the Strong-Campbell edition of the SVIB in an effort to reflect new trends in occupational roles.
(2 references)

191

Tittle, Carol K. Sex bias in educational measurement: Fact or fiction. Measurement and Evaluation in Guidance, 1974, 6(4) 219-226.

The purpose of this study was to examine sex bias in educational achievement tests and interest inventories. The technique employed for analyzing content was a word count of male and female nouns and pronouns for eight of the most frequently used educational achievement tests. Results showed that males were more frequently referred to than females, and this was taken as evidence of content sex bias in these tests. The SVIB and Kuder Occupational Interest Inventory were also examined for the range of occupations presented to women and these instruments were found to reflect limited and stereotyped views of women. The author recommended that test publishers institute procedures for reviewing materials for such bias and that additional norm groups be constructed for interest inventories. Counselors were urged to eliminate sex bias by first, being more aware of it; second, encouraging the development of unbiased tests; and third, using educational tests in a nonstereotyped manner.
(15 references)

192

Hansen, Jo-Ida C. Costs of developing interest inventories and implications for change. University of Minnesota, Contract No. OE-C-72-5240, National Institute of Education, February 1974. 33 pages.

Six basic issues of interest inventory construction and revision were explored in this paper: (a) the criterion sample; (b) the item pool; (c) the instructions and directions; (d) the interpretive materials; (e) the legal questions; and (f) the finances. Attention was primarily focused on the financial issue and the necessary steps involved in constructing revising, publishing, and implementing a computerized interpretation of interest inventories. Itemized estimates of the personnel, costs, and time required for the construction and complete revision of an interest inventory were discussed and also presented in tabular form. The development and revision of interest inventories were stated to be both costly and time-consuming, and thus the elimination of sex bias in such instruments will depend on project funding. The author recommended that financial support from publishers, universities and scoring services, federal agencies, and professional organizations for researchers in test construction must increase.
(8 references)

193

Birk, Janice M. Reducing sex bias--factors affecting the client's view of the use of career interest inventories. University of Maryland, Contract Nonr OE-C-72-5240. National Institute of Education. 47 pages.

Women are typically guided into conventional career patterns based on stereotyped attitudes and expectations rather than on values, abilities, and well-developed interests. This observation was the primary concern of this paper, which dealt with research relevant to the issue of sex bias in the use of interest inventories. Research pertaining to attitudinal development of sex-appropriate career patterns and counselor and client perceptions of interest inventory results was reviewed, and the manuals and interpretative materials of four interest inventories were examined to determine whether they supported or countered tradition-bound career choices. These materials were found to contain both explicit suggestions and subtle implications which, if followed by the counselor, could have deleterious effects on women clients. The author presented recommendations for the modification of manuals and related interest inventory materials, aimed at reducing the effects of sex-role stereotyped expectations and attitudes.
(65 references)*

194

Tanney, Mary Faith. Face validity of interest measures: Sex role Stereotyping. University of Maryland, Contract Nonr OE-C-72-5240, National Institute of Education. 23 pages.

This paper reviewed literature dealing with sex-role stereotyping in interest measures, with particular attention to the impact of test language. From this review, it was concluded that there is no empirical data on the influence of the linguistic structure of items on test results. Drawing upon conclusions from the fields of applied sociolinguistics, social psychology, and clinical psychology the author recommended further research on the linguistic aspects of career inventories. This recommendation was further supported by reference to APA and NVGA guidelines for the construction of tests and career information materials. *
(33 references)

195

Holland, John L. The use and evaluation of interest inventories and simulations. The Johns Hopkins University, Contract Nonr OE-C-72-5240, National Institute of Education. 53 pages.

The purpose of this paper was to clarify some of the issues involved in the evaluation of interest inventories and to outline some helpful steps for stimulating the development of more useful inventories.

Specific instruments were not evaluated, but rather a general perspective was given to deal with questions relating to better definitions and resolutions of sex bias. The common uses of interest inventories were summarized and the criteria for useful assessment instruments and their assumed and documented effects were carefully reviewed. It was proposed that these instruments be evaluated more by their effects than by any other criterion with a focus on outcome rather than methodology. It was pointed out that sex bias is only one of many potential biases (e.g., social class, race, and religion). Among the concluding statements was the following: "The distribution of vocational aspirations among men and women differ because men and women have different life histories, not because interest inventories possess sex biased characteristics. Changing women's lives will change their scores."
(52 references)*

196

Harmon, Lenore W. Technical aspects: Problems of scale development, norms, item differences by sex, and the rate of change in occupational group characteristics. University of Wisconsin-Milwaukee, Contract Nonr OE-C-72-5240, National Institute of Education. 44 pages.

This paper considered how the technical aspects of interest measurement can contribute to sex bias, in that interest inventories may be used to limit consideration of career options on the basis of sex. Guidelines for evaluating interest inventories for sex bias and for developing instruments which minimize sex bias were suggested. A review of issues related to inventory items, scale construction, and norming scales raised several questions about potential bias which should be considered and understood by counselors. The author cautioned counselors to avoid reinforcing sex stereotyping by not presenting the client with biased test materials and score reports. (66 references)*

197

Johansson, Charles B. Technical aspects: Problems of scale development, norms, item differences by sex, and the rate of change in occupational group characteristics. National Computer Systems, Contract Nonr OEC-0-72-5240, National Institute of Education, February 1974. 59 pages.

The purposes of this paper were to review major interest inventories, to explore the nuances and complexities of technical aspects in the development of interest inventories, and to suggest guidelines to eliminate or alleviate potential sex biasing factors. A brief overview of two major instruments (Kuder OIS and Strong VIB) indicated that these instruments may introduce a potential sex bias by a differential treatment of the sexes. A review of research on the stability of individual and occupational group interests over time

showed that, although occupational characteristics are fairly stable over a long time span, there are individual items that change in popularity and that the differentiation in male-female responding appears to have grown larger. It was concluded that writing new inventory items that are currently valid and that show no male-female differences may be an easier procedure for lessening or eliminating the socialization effect than to try to statistically correct for these differences in existing scales.
(39 references)*

198

Gump, Janice P. & Rivers, L. Wendell. *The consideration of race in efforts to end sex bias*. Howard University & University of Missouri, Contract Nonr OE-C-72-5240, National Institute of Education. 50 pages.

This paper examined the need for sex fairness efforts for a particular group of women--black women--and related those needs to the measurement of vocational interests. A review of research on racial differences and occupational aspirations suggested that where SES was controlled, blacks and whites have comparable levels of aspiration, and that further research on the factors mediating occupational attainment is required. Data on patterns of life career expectations and preferences of black and white women implied that black women believe that the roles of wife and mother are more compatible with occupational roles than do white women. However, black women had more traditionally feminine patterns of occupational choice, and their labor force participation is concentrated in fewer occupations than that of white women. Studies of motivational antecedents of occupational choice suggested that black women are motivated perhaps more by a sense of responsibility than by achievement need. Guidelines for the development and use of interest inventories reflecting the needs of black women were given.
(48 references)*

Some Tools for Helping Women

199

University of California Los Angeles, University Extension. *Sounds of change: A report on training in counseling and programming for women's career opportunities*. Los Angeles: UCLA Extension, 1974. 141 pages.

This report contains 22 summaries of presentations given at a 1973 conference sponsored by the University Extension of UCLA. The program was designed to provide professionals with direction in acquiring the knowledge, techniques, and awareness necessary to develop effective programs for women. The topics covered at the conference included: assessment of the needs of women; interpretation of

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*Articles described in annotations 192-198 will appear in National Institute of Education, Department of Health, Education & Welfare. *Issues of sex bias and sex fairness in career interest measures.* Washington, D.C.: Government Printing Office, in press.

social, economic, political, and educational trends; establishment of goals within the context of the objectives of various educational institutions; guidelines for determining the content of women's programs and alternative program formats; development of counseling and teaching skills for working with women; and methods of assessing programs for women. A compilation of suggested readings related to women's career opportunities is included.

200

Ramsey, Susan E. Career exploration for women. Journal of College Placement, 1973, 33(3), 36-4).

This article described an all-female course at California State University, San Diego which has the goal of increasing the awareness, self-esteem, and the decision-making ability of women students. The course has a social-psychological perspective, and explores the forces and circumstances that shape women's lives in addition to exploration of the self-concept components of interests, values and aptitudes. The author postulated that although federal and state legislation has opened new options for women in the labor force, most women do not have the consciousness, predilection, or self-confidence to even consider these new possibilities. Information pertinent to the course and the syllabus were included in the article.

201

Katz, Joseph, Comstock, Peggy & Lozoff, Marjorie M. Educational and occupational aspirations of adult women. Stanford, Calif.: Stanford University, Institute for the Study of Human Problems, 1970. 261 pages.

The academic and career orientations of women aged 26 to 50 years were explored in this study, through a questionnaire sent to alumnae of Stanford University and Santa Rosa Junior College, and through a content analysis of women's magazines. A wide range of needs ranging from disinterest in a career to the desire to integrate homemaking and a career was expressed by the respondents, and it was found that women's magazines still focus mainly on topics relating to home, health, personal appearance and child-rearing matters. Only recently have such magazines called attention to women's potential roles outside the home and family. This study made the following recommendations relevant to counseling: (a) during the college years, women need greater opportunities for direct acquaintance with the world of work; (b) procedures that would increase women students' awareness of the determinants of their career choices and that would "desexualize" the occupational decision process need to be developed; and (c) counseling and continuing education programs should be implemented for middle-aged women who have more interest in work than the home-oriented woman, but lower self-esteem and less capacity for initiative than the career-oriented.

202

Medvene, Arnold M. & Collins, Anne. Occupational prestige and its relationship to traditional and nontraditional views of women's roles. Journal of Counseling Psychology, 1974, 21(2), 139-143.

This investigation of the relationship of occupational prestige and different views of women's roles asked four sample groups of women to rank occupations by social standing and appropriateness for women. The divergent groups were reported to agree on the social status of different occupations. However, they showed clear differences when asked whether these occupations were appropriate for women. The university women's caucus group expressed the most liberal view of which occupations were appropriate for women, followed closely by the viewpoints of university students. The group of employed women (secretarial-clerical personnel) and the nonworking women were more conservative in their judgments of which occupations were suitable for women, particularly the medium to low status occupations involving manual labor. Implications for counselors are that attitudes about the appropriateness of particular occupations for women should be explored during the course of career counseling.
(19 references)

203

Campbell, David P. & Harmon, Lenore W. Vocational interests of non-professional women. Washington, D.C.: Office of Education, 1968.

The purpose of this study was to develop interest inventory scales for use in vocational counseling with non-college women. The interest patterns of 5,583 non-college women selected from employees in 17 traditionally female occupational groups were investigated by means of the women's form of the Strong Vocational Interest Blank (SVIB) and a questionnaire designed to provide demographic data, job descriptions, and information on motivation for entering the occupation. Occupational scales, constructed from responses to these instruments, were found to differentiate the non-college women from women in general and from each other, implying that vocational interest inventory scales for these occupations should be used in advising women looking for occupational possibilities. The authors concluded that there is a need for more effective vocational counseling with women who enter the labor force without college training, and that such counseling can increase both job satisfaction and job performance.
(17 references)

204

Hanson, Gary R., Lamb, Richard R., & English, Edward. An analysis of Holland's interest types for women: A comparison of the Strong-Holland and the ACT Vocational Interest Profile scales for women. Journal of Vocational Behavior, 1974, 4(2), 259-269.

This study examined the basic vocational interest patterns of undergraduate women. Two interest inventories (Strong Vocational Interest Blank and ACT Vocational Interest Profile) designed to measure the six interest dimensions described by Holland (1966) were administered to 126 university freshmen women. It was found that similar basic interest dimensions of women can be measured using different instruments, and that these dimensions are meaningfully related to occupations. It was concluded that the Holland basic interest types of scales developed from SVIB items can provide useful supplementary information for interpreting the vocational interests of women, and that this procedure may be particularly useful in helping women explore occupational areas for which norm groups and occupational interest scales are not available.
(15 references)

205

Hansen, Jo-Ida C. & Johansson, Charles B. The application of Holland's vocational model to the Strong Vocational Interest Blank for Women. Journal of Vocational Behavior, 1972, 2(4), 479-494.

The objectives of this study were to develop scales for the women's form of the Strong Vocational Interest Blank (SVIB), using the vocational model of Holland's interest theory and patterning the research after that on the men's form of the SVIB. The scales were designed to be free of item overlap, and within each scale, the item intercorrelations were highly positive, and represented a wide range of popularity. 92 female occupational groups (median sample size of 200 in each group) were used to test for the concurrent validity of the scales. It was concluded that the use of the Holland-SVIB scales in conjunction with the female SVIB occupational scales provides a client with three main types of information: (a) the six Holland-based scales (realistic, investigative, artistic, social, enterprising, and conventional) contributing to a general description of the individual; (b) the 19 Basic Interest Scales, offering more specific information in general areas of interest; and (c) the empirical occupational scales, providing explicit information about an individual's interest in particular occupations.
(7 references)

206

Cole, Nancy S. & Hanson, Gary R. Impact of interest inventories on career choice. The American College Testing Program, Contract Nonr OE-C-72-5240, National Institute of Education. 37 pages.

This paper reviewed the basic objectives of interest measurement and examined the implications of those objectives and assumptions for the career choices of women and men in a time of social change. The authors explored interest measurement in the perspective of its historical theories, purposes, methodology, and validation. They

questioned the utility of the people-similarity and activity-similarity methods, which assume a stable socialization process with equal opportunities for exposure to career-related experiences and a future that is not expected to be dramatically different from the past. Systematic sex differences in inventory items and problems with existing norms and reference groups were noted, and it was proposed that the use of interest inventories in the context of a broad career exploration program would maximize the benefits and minimize the possible detriments of such instruments. The recommendation of a broad context for career exploration was based on three expectations for interest inventories: (a) people need some form of stimulus or organizing assistance in making career plans; (b) the best procedure for decision-making is to obtain all available information about oneself and about potential occupations; and (c) the impact of incorrect inventory predictions can be minimized if results are used to suggest occupations which broaden the options for both sexes and stimulate exploratory behavior.
(34 references)

207

Dewey, Cindy R. Exploring interests: A non-sexist method. Personnel and Guidance Journal, 1974, 52(5), 311-315.

This article described the format and use of a technique developed by the author called the Non-Sexist Vocational Card Sort (NSVCS) based on Dolliver's (1967) work, for use in counseling both men and women. The same vocational alternatives are offered to both sexes, and the gender of the occupational titles is neutralized. On the back of each card is a D.O.T. description of the job. A case study was reported in which the NSVCS was used to explore occupational and personal values. The author asserted that this technique focuses on the process of vocational decision-making and on self-perception, and is also an efficient and economic counseling tool.
(10 references)

208

Lehmann, Phyllis E. Someplace to turn. Manpower, 1972, 4(6), 16-22.

Washington Opportunities for Women (WOW) is an organization incorporated in 1966 to research employment problems of women, prepare lists of job openings, compile information on volunteer opportunities, and conduct interviews to help women return to the labor force in full-time or part-time jobs. This article described the objectives, activities and involvements of WOW, and provided profiles of WOW applicants for counseling services. It was noted that the organization is not a placement service, but rather it focuses on providing up-to-date information and materials for women job-seekers. WOW reported that volunteer work has been found to be an important stepping stone to paid employment, especially for women who want to enter a new career. Future directions for WOW include the provision of a wider range of information and services, and it was suggested that the development of such organizations nationwide would provide an important and welcome resource for women in the work force.

209

Whiteley, Rita M. Women in groups. The Counseling Psychologist, 1973, 4(1), 27-43.

This article explored the impact of feminism on educated women, and illustrated the kinds of issues which arise in consciousness-raising groups. These issues may be grouped as follows: (a) defining self-worth in terms of a woman's own decisions, ideas, plans and values, or, in terms of the solicitation of men's approval (e.g., "checking it out with the man"); (b) acquiring beliefs about abilities and expectations of achievement; and (c) resolving role expectations for marriage. The author noted that personal power is denied to women by the legal and economic structure, and women's performance capabilities are often devalued (i.e., men are judged by their actions, women by their appearance). Conflicts experienced in marriage were reported to include: (a) acquiring a sense of identity apart from a woman's relationship with her husband; (b) redefining housework responsibilities; and (c) integrating both professional and traditional (wife-mother) roles.

210

Plotsky, Frances A. & Goad, Rosemary. Encouraging women through a career conference. Personnel and Guidance Journal, 1974, 52(7), 486-488.

This article reported on a conference on career development at the University of Texas at Austin designed to offer undergraduate women the opportunity to discuss their career choices with graduate students enrolled in non-traditional degree programs, and with professional women from the university and community. The goal of the program was to focus on the dual role of career and marriage or career and single-person life styles, in order to stimulate and encourage the young women to consider alternative life patterns. Statements from participants indicated that the program was found to be both supportive and challenging to the undergraduate women. It was noted that most of the graduate women stated they had received little encouragement from faculty advisors, parents, or other women to pursue graduate programs in their particular fields of interest. It is likely that career conferences such as the one described here would provide a valuable counseling service to women at both the high school and college levels.
(1 reference)

211

U.S. Department of Labor, Women's Bureau. Guide to conducting a consultation of women's employment with employers and union representatives. Washington, D.C.: U.S. Government Printing Office, Pamphlet 12, 1971. 15 pages.

This pamphlet reviewed how meetings of business, industry, and union representatives were arranged, planned, and executed by the Women's Bureau in February 1971. The purpose of these meetings was to examine with management and labor representatives the economic status of women, and to exchange information with government officials in regional offices of the Women's Bureau. Although career counselors were not participants in these meetings, the conference proceedings and informational materials provided for conferees would be of interest to counselors.

212

U.S. Department of Labor, Office of Information, Publications and Reports. Women and work. Washington, D.C.: U.S. Government Printing Office, April 1973. 17 pages.

This monthly news bulletin contains information about career opportunities, women employed in interesting occupations, legislative and judicial actions to improve the status of working women, and workshops and new publications. Topics covered in the April 1973 issue included a major speech by Secretary of Labor Brennan in which he vows to continue fighting for women's rights, a description of job opportunities in real estate for the remainder of the 1970's, a discussion of the Age Discrimination in Employment Act, notes on legal developments in employment discrimination, and a description of a Manpower Administration job training program to aid women workers.

213

Smith, Gerald C. Counselor's guide to manpower information. Washington, D.C.: U.S. Government Printing Office, 1968. 101 pages.

Government publications pertaining to occupational and industrial manpower, education, financial assistance, placement, manpower problems, and special groups in the labor force were included in this annotated bibliography. With respect to the employment of women, it was reported that many barriers to employment were dropped when the Civil Rights and Equal Pay Acts of 1964 were enacted and the participation of women in the labor force was predicted to increase by about 29% between 1966 and 1980. It was suggested that since many married women return to work after years of homemaking, they may have job placement problems due to obsolete skills and will therefore need specialized guidance and counseling in making decisions concerning education and employment opportunities.

214

Farmer, Helen S. & Bohn, Martin J. Home-career conflict reduction and the level of career interest in women. Journal of Counseling Psychology, 1970, 17(3), 228-232.

The effect of home-career conflict on the level of women's vocational interest, as measured by the Strong Vocational Interest Blank for Women (SVIB-W), was investigated in this study. Fifty working women, 25 married and 25 single, took the SVIB-W twice: First with standard instructions, and second with experimental home-career conflict reducing instructions. It was predicted that scores on the Career scales would increase and scores on the Home scales would decrease after the experimental instructions, and that married/single status would not be a significant variable in the effect of home-career conflict reduction. Both hypotheses were substantiated. It was concluded that the level of vocational interest in women, irrespective of their marital status, would be raised if home-career conflict were reduced.
(19 references)

215

Farmer, Helen S. Helping women to resolve the home-career conflict. Personnel and Guidance Journal, 1971, 49(10), 795-801.

Counselors can no longer dodge the special demands of vocational decision-making with women by saying either "Sooner or later she will settle down and get married" or "A woman can do anything a man can do." This article presented data indicating the increased participation of women in the U.S. labor force and reviewed research literature and theories of vocational development relating to the conflict of combining home and career rather than choosing one or the other exclusively. Factors affecting women's career choices were reported to be women's perceptions of career roles, social myths regarding women's place in society (e.g., "Your place is in the home"), and a cultural lag between economic realities and technological advances on the one hand and the advice offered by society on the other. Counselors were urged to explode social myths, to help clarify the factors involved in the vocational choice process with high school and college girls--particularly where these factors differ from those affecting men, and to facilitate career choices in women which are commensurate with their potential.
(27 references)

216

Feldman, Saul D. Impediment or stimulant? Marital status and graduate education. American Journal of Sociology, 1973, 78(4), 982-994.

The influence of marital status on the student role performance of male and female graduate students was examined in this paper. Based on data gathered by national surveys in American higher education institutions, it was found that: (a) married women experience a conflict between two prime roles--student and spouse--and appear to be the least successful graduate students; (b) married men do not experience such a conflict and appear to be productive and happy; (c) among divorced graduate students, women are much more likely than men to be productive and involved in the student role, while men appear to have lost a source of psychological support; and (d) among married students, 21% of the women as compared with 9% of the men state that pressure from their spouse may or will cause them to drop out of school. It was concluded that marital statis is an important variable which must be taken into account in examining graduate student role performance.
(20 references)

217

DeVivo, Paul & DeVivo, Sandy. Help for the woman breadwinner. _Manpower_, 1973, 5(2), 9-14.

This article reported on a Chattanooga, Tennessee project which attempted to increase the earnings and job options of disadvantaged women who were heads of households by changing their perceptions about the kinds of work they could do. The objective of the project was to place women in higher-paying male-oriented occupations, for the most part heavy industrial jobs in small and medium-scale plants. Important facets of the program were job development with employers to increase their willingness to hire women for industrial jobs, multiple efforts to help women reassess themselves in terms of occupations, and follow-up on women after they had been placed on jobs. The population served as predominantly black, and 70% were on welfare; the program was funded through model cities.

218

Loring, Rosalind & Adams, Mary. _Group counseling of minority and low-income women students_. Los Angeles: ERIC Clearinghouse for Junior Colleges, University of California, Topical Paper No. 32, 1972. 40 pages.

This report briefly described a counselor training program designed specifically for junior college personnel who work with minority and low-income women students. The focus of the counseling services to be provided was on helping educationally disadvantaged women to make realistic and productive decisions about their life patterns. Specific objectives of the training program were: (a) to collate and disseminate factual information about the life expectations and opportunities of women; (b) to encourage counselor awareness of the needs, aspirations, and development of educationally disadvantaged junior college women; (c) to increase counselor skills; (d) to demonstrate a variety of counseling techniques; and (e) to expand the use of paraprofessional counselor aides. The evaluation of the content and process of the program by participating educators, including forms for recording the responses of participants, was reported in some detail.

219

Ash, Phillip. Job satisfaction differences among women of different ethnic groups. Journal of Vocational Behavior, 1972, 2(4), 495-507.

The purpose of this research was to compare the job satisfaction of black, white, and Spanish-surname female production and clerical employees. It was hypothesized that ethnic differences, even among workers in the same occupation, are related to different expectations for job satisfaction or continued experiences of a discriminatory nature. Data were based upon responses to a Science Research Associates employee attitude survey by 112 white, 63 Spanish-surname and 47 black female clerical and production workers in an electrical components company, and responses to the Job Description Index completed by 56 white and 14 black female non-academic clerical employees in a university. Results from both measures indicated that black women were more dissatisfied than whites. Spanish-surname employees were generally more satisfied than blacks, but less satisfied than whites.
(20 references)

220

McClelland, Diana. Opening job doors for mature women. Manpower, 1973, 5(8), 8-12.

Analysis of statistics on mature women (40 years and older) reentering the world of work revealed a pattern of lower pay and slower job advancement than is typical for the U.S. work force as a whole. Despite the substantial work life expectancy of these women, research findings point to the relatively poor status of mature women in the job market. This article suggested that persistent stereotypes about older workers, whether male or female, account for age discrimination in employment. Statistics were cited which provided evidence that mature persons make good, if not superior, employees. It was noted that mature women show strong job attachment, and their ability to learn new job skills is comparable to that of young adults. Positive trends in federal employment opportunities for mature women were noted; the ability to use previous clerical or secretarial experience in meeting the qualifications for entry into mid-level professional or technical jobs; credit for volunteer experience; and the inclusion of mature women in the upward mobility programs of some federal agencies. The federal government has also successfully trained mature women who are reentering the labor force for highly specialized jobs in a shortage field.

221

Hahn, Milton E. Planning ahead after forty. Beverly Hills, Calif: Western Psychological Services, 1967. 79 pages.

This book was intended to provide mature men and women with an understanding of themselves--biologically, psychologically and socially--as compared to other men and women, and it stressed the necessity to plan for oneself in the use of years beyond age forty. Specific chapters concerned values and valuing; aptitudes, abilities, temperaments, and achievements; motivation; and special life problem areas such as multiple careers, loneliness, financial pressures and gainful employment. Included are 10 Self-Study Projects for those who are interested and desirous of carrying out their self-evaluation and psychoevaluation, and an annotated bibliography with 45 entries pertaining to mature men and women.

222

Verheyden-Hilliard, Mary Ellen. The use of interest inventories with the re-entering woman. Contract Nonr OE-C-72-5240, National Institute of Education. 47 pages.

The special problems and limitations which affect older women who have been absent from the labor force for a number of years and who desire to return to school and meaningful employment were the focus of this paper. Three factors limiting the choices that the re-entering woman makes and/or the use she is able to make of her choices were: (a) the cultural set of the woman taking the interest inventory (e.g., home-career conflict and appropriate interests for women); (b) the cultural set of the counselor administering and interpreting the inventory (e.g., attitudes toward working women); and (c) the nature of the interest inventory itself. Research was reviewed pertaining to the socialization of women; expectations created by female role models; counselor bias; and new concepts of the re-entry woman as a student, an employee in the labor force, as a family member, and as an achiever. Selected elements (e.g., language, occupational titles, items, instructions) were examined in relation to the re-entering woman, and the author suggested that most inventories are applicable to the mature woman since she may be educationally at the high school or college level. Recommendations for counselors and personnel workers with respect to interest inventories, counselor education, research, and continuing education programs for women were outlined. It was concluded that counselors must take the responsibility for screening interest inventories, and developing alternative methods for assessment in order to help mature women to develop full potential.
(86 references)

223

Cooperman, Irene G. Second careers -- war wives and widows. Vocational Guidance Quarterly, 1971, 20(2), 103-111.

Population control, current emphasis on equal rights in education, work and other economic areas, and special arrangements for child care and modified work hours were stated to be new factors affecting women's working lives which would likely result in increasing numbers of women entering the labor force. A relatively new program (1968) providing counseling and educational assistance benefits for wives and widows of veterans revealed the problems and needs of this special population of mature women: Expressed lack of self-confidence, lack of information on educational qualifications needed for occupational goals, little knowledge about the nature of the work various jobs entail, and expression of unrealistic aspirations. The irreversibility of occupational choice as theorized by Ginzberg was found to hold true in many of the counseling cases studied, particularly with respect to meeting the formal educational requirements essential to their vocational objectives. An important psychological barrier was the resistance to the necessity of returning to an earlier developmental level. The most significant implications of this study for counselors are the need to provide vocational counseling for girls at an early age, prior to critical choice points, and the need to incorporate life planning with vocational counseling.
(21 references)

224

U.S. Department of Labor, Women's Bureau. Jobfinding techniques for mature women. Washington, D.C.: U.S. Government Printing Office, Pamphlet 11, 1970. 40 pages.

This pamphlet describes jobfinding techniques available to mature women (ages 45-64), and provides a step-by-step guide to assist them in preparing for and finding employment. Included are suggestions on how to do a self-inventory, how to prepare a resume, begin jobhunting, and prepare a letter of application, how to prepare for an effective interview, where to find training opportunities, and a list of other publications related to women and work. This pamphlet should be useful for counselors offering programs or assistance for mature women who are preparing to reenter the work force.

V. LEGAL ISSUES

225

U.S. Department of Labor, Women's Bureau. Brief highlights of major federal laws and order on sex discrimination. Washington, D.C.: U.S. Government Printing Office, July 1972. 4 pages.

This pamphlet briefly describes major federal legislation (Equal Pay Act of 1963, Title VII of the 1964 Civil Rights Act as amended by the Equal Employment Opportunity Act of 1972, and Executive Order 11246 as amended) affecting women workers and dealing with equal pay provisions, fair employment practices, minimum wage and overtime pay benefits, sex discrimination, etc. The discussion includes the addresses of the government agencies which may be contacted for further information on each of the three laws.

226

U.S. Department of Labor, Women's Bureau. Laws on sex discrimination in employment. Washington, D.C.: U.S. Government Printing Office, 1973. 39 pages.

This pamphlet summarizes major federal and state laws dealing with sex discrimination in employment. Legislation included Title VII of the Federal Civil Rights Act, Federal Equal Pay Act as amended, State equal pay laws, and Executive orders which prohibit discrimination in certain types of employment. A table illustrating the provisions of federal and state fair employment practices laws as of 1970, with an update of federal changes as of April 1973, is included in the appendix. Another section concerns relationships between state and federal fair employment practices laws and State protective labor legislation for women. The appendices contain revised Guidelines on Discrimination Because of Sex, OFCC Sex Discrimination Guidelines, and revised State and Federal Equal Pay Laws.

227

Fitzgerald, Laurine E. Women's changing expectations...new insights, new demands. The Counseling Psychologist, 1973, 4(1), 90-95.

This article presents a concise summary of major federal legislation affecting women in education and employment, and identifies several areas of women's involvement which have significance for counselors: Continuing education programs and women's centers, collegiate and national women's organizations, and governmental and/or political activity. It was concluded that the changing legal status of women and greater understanding by women of legal rights and restrictions will have increasing importance for counselors and clients. Women must be capable of assuming the responsibilities that will be open to them, and counselors will need to provide assistance in planning for work extending over most of a woman's life span.

228

Fitzgerald, Laurine E. Legal issues: Status report. Contract Nonr OE-C-72-5240, National Institute of Education, February 1974. 21 pages.

The purpose of this paper was to provide information concerning legal issues relating to sex bias which may be inherent in the present popular usage of standardized interest measures. It was reported that no test case since the 1964 Civil Rights Act has included or noted interest measurements. However, inferences regarding the legal issues of interest testing in education and employment have been drawn from current laws, guidelines, and judicial decisions related to sex bias. It was stated that, to the extent interest inventories support stereotypic sex and occupational linkages and restrictions, the tests are biased and the spirit of the law is denied. The author recommended that State and Federal laws enacted since the Civil Rights Act need to be revised with greater specificity regarding the use of interest tests, and future laws related to discrimination and bias should include definitive statements on these issues.
(30 references)

229

Scott, Ann. Feminism vs. the Feds. Issues in Industrial Society, 1971, 2(1), 32-46.

Three major federal legislative acts guaranteeing women equal pay and employment opportunity were discussed in detail in this article, and numerous instances of still-prevalent sex discrimination in job training and employment were cited. Employment projections for the 1970's show that a growing number of women will be entering the work force. The author concludes that equal opportunity complaints and political pressure from women will require significant changes for labor, management, and the government.

230

Chittick, Elizabeth L. Questions and answers most frequently asked about the Equal Rights Amendment. Women Lawyers Journal, 1973, 59(1), 11-14.

The author has dealt briefly with each of the following questions concerning the Equal Rights Amendment: Why is the Equal Rights Amendment for Women necessary? Why does a woman need legal status? What does the legal status of women have to do with the social issues of women? Does the ERA affect the housewife-homemaker? How does the ERA affect Property Laws? What will happen to the present protective laws for women? Will women be drafted? How does the ERA affect admittance of women to public colleges? How does the ERA affect criminal laws and especially rape? How does the ERA affect States Rights? Is the ERA a "Lib" movement? What is the National Woman's Party?

231

Stimpson, Catharine R. (Ed.) Discrimination against women: Congressional hearings on equal rights in education and employment. New York: R.R. Bowker Company, 1973. 558 pages.

This presentation of special congressional hearings held in 1970 on discrimination against women in education and employment was intended to increase public awareness of the problems confronting women in our society, and to stimulate work on overcoming sex discrimination through practical reforms in our law and in our institutions. The hearings pointed to the general pervasiveness of discrimination on the basis of sex in our society. Documents presented at the hearings in support of the oral testimonies were included.

232

Stimpson, Catharine R. (Ed.) Women and the "Equal Rights" Amendment: Senate Subcommittee hearings on the constitutional amendment, 91st Congress. New York: R.R. Bowker Company, 1972. 538 pages.

This book contains the testimony and documents presented at the Senate Subcommittee hearings on the Equal Rights Amendment (ERA) held in May 1970. Statements of organized labor concerning protective legislation for working women are included. The broad purpose of publishing these hearings was to make accessible to the public the record of influential government operations relevant to the ERA.

233

Economic problems of women. Hearings before the Joint Economic Committee, 93rd Congress, First Session. Hearings held in Washington July 10, 11, and 12, 1973 (Part I), July 24, 25, and 30, 1973 (Part II), and Statements for the Record (Part III). Washington, D.C.: U.S. Government Printing Office, 1973. 579 pages.

The purpose of these hearings was to gather factual evidence and expert opinions in order to formulate a comprehensive economic policy which would provide equal treatment for women. The three parts contain reports on economic discrimination against women from a wide variety of qualified sources, including testimony by EEOC personnel, university professors, USDL Manpower Administration and Women's Bureau personnel, and representatives of minority groups and other state commissions and national organizations. Topics include: Sex discrimination in employment; women's access to credit and insurance; impact of federal income, estate, and gift tax law on women; treatment of women under social security and private pension plans; sex discrimination in unemployment insurance, veterans programs, and public assistance; and the role of HEW in eliminating sex discrimination in employment, social security, and public assistance. Statistical tables and other sources of information which document the testimony were included. The hearings provided a useful means of assessing the current status of women in the American economy.

234

Neuberger, Maurine B. (Chm.) Report on progress in 1966 on the status of women. Third Annual Report of Interdepartmental Committee and Citizens' Advisory Council on the Status of Women, December 1966. Washington, D.C.: U.S. Government Printing Office. 111 pages.

This report examined the status of women as of 1966 through a review of educational and employment opportunities, home and community services, labor standards legislation, legal rights of women, involvement of private organizations in political and social action, commissions on the status of women, and international developments. A legislative achievement of great significance to women in 1966 was the amendment of the Federal Fair Labor Standards Act, and, as the Equal Employment Opportunity Commission made an increasing number of determinations with respect to allegations of employer discrimination on the basis of sex, there were growing indications of improvement of employment policy with respect to women. The commissions recommended new continuing education and training opportunities for women, improved vocational guidance, expansion of child care facilities, and the appointment of qualified women to State and local offices.

235

Lyle, Jerolyn R. Affirmative action programs for women: A survey of innovative programs. U.S. Equal Employment Opportunity Commission, Office of Research, Contract Nonr 71-45, 1972. 150 pages.

This research project analyzed current literature on the status of women in the American economy, encompassing such topics as women's role in the household, history of women's work outside the household, mechanisms by which sex differentiation operates in the American economy, and general social-psychological theories about women. Significant legislation relating to these topics also was reviewed. Selected Affirmative Action Programs in 10 companies were presented and, based upon an analysis of these programs, specific recommendations were made to the Equal Employment Opportunity Commission with respect to generating more effective Affirmative Action Programs for women in private industry. The final portion of this project report was a presentation of the results of an empirical study of a larger sample of 188 industrial and 58 non-industrial corporations analyzing the economic, legal, and socio-political influences upon sex differences in occupational status. An annotated bibliography of 216 publications is included.

236

Goldstein, Jinny M. Affirmative action: Equal employment rights for women in academia. Teachers College Record, 1973, 74(3), 395-422.

Studies of the status of women in higher education have revealed the existence of several elements of sex discrimination: Decrease in the proportion of women faculty and administration over the years; greatest proportion of women in the lower status institutions; appointments at lower levels, less pay, and less rapid promotion rate than their male counterparts; and particular underrepresentation in policy-making positions. This article reviews and analyzes recent publications, legislation, and Affirmative Action Programs pertaining to sex discrimination and raised the following implication for the relation of government and higher education: The involvement of the government in higher education should proceed with caution since the monitoring of personnel practices to insure nondiscrimination may be only a small step from control of the development of ideas and the transference of knowledge.
(55 references)

237

U.S. Department of Health, Education, and Welfare. Manual for determining the labor market availability of women and minorities. Washington, D.C.: U.S. Government Printing Office, 1974. 78 pages.

This manual was designed for use by contractors and institutions in the preparation and evaluation of affirmative action plans as defined by the legal provisions of Executive Order 11246. Included are sections on data requirements, sources of availability data for occupations found in higher education and health care institutions, methods for obtaining data from statistical organizations, methodology for determining the labor market availability of women and minorities for a single occupation, and evaluation methods. Appendices provide an outline and description of useful U.S. Census Reports, manpower studies and statistical reports, and case study illustrations of labor market availability analyses. The manual would be useful for all administrative and professional personnel in the labor market who are called upon to conduct availability analyses in compliance with equal employment opportunity requirements.

238

Slevin, Dennis P. & Byham, William C. (Eds.) Women: Action not reaction. Pittsburgh, Pa.: Graduate School of Business, University of Pittsburgh, 1971. 87 pages.

This report on the proceedings of a 1971 conference conducted by the Graduate School of Business at the University of Pittsburgh presented the views of seven conference participants on the utilization of women in the labor force and the role of personnel research in the development of affirmative action programs. Research on the status of action plans across the country and various types of action programs was described. Anticipated future problems which employers may encounter in the implementation of action plans were listed, and an Action Plan Checklist suggesting key factors essential to any action plan was given. It was predicted that action plans will provide the impetus for progress toward the full utilization of women.

239

Sandler, Bernice. Women: The last minority. Journal of College Placement, 1971-72, 32(2), 49-52.

Data supporting the cause for equal employment opportunities for women were presented in this article. The author notes several misconceptions and stereotypes about women workers and criticized the widespread acceptance of sex discrimination. Occupational segregation of women, lower earnings, differential hiring practices, and mistaken attitudes toward female employees were cited as evidence of such discrimination. It was reported that women are becoming more aware of job discrimination and are learning how to use the law to demand equal employment rights. The author concluded by suggesting that an effective method of population control might be to teach women that there are satisfying alternative life styles other than continual child rearing.

240

Hallam, Charlotte B. Legal tools to fight sex discrimination. Phi Delta Kappan, 1973, 55(2), 129-131.

This article reviewed recent court decisions and new legislation which can be used to eradicate sex discrimination in education. Examples were cited of discriminative practices in higher education admissions policies, and in elementary and secondary school policies, which prohibit the participation in some programs on the basis of sex. Suggestions for areas in which educators might negotiate in order to eliminate discriminatory practices were among the following: The right to review hiring practices and promotions, affirmative action provisions, day-care services, and continuing education provisions. The author concluded by stating that women in education need to become more aware of remedies now available to combat sex discrimination.